



RAINBOW

of words

2

Teacher's
Edition



Kells
EDUCATION

The logo features the word "RAINBOW" in large, multi-colored letters (red, yellow, green, blue, purple, pink, teal) with a white outline, set against a light blue, bubbly cloud background. Below "RAINBOW" is the phrase "of words" in white, lowercase letters, positioned on a thick, orange brushstroke that extends from the bottom of the "R" in "RAINBOW".

RAINBOW
of words

2 Teacher's
Edition

GENERAL DIRECTOR
EDITORIAL DIRECTOR
PUBLISHER
EDITORIAL COORDINATORS

EDITOR
COVER DESIGNER
SERIES DESIGNER
LAYOUT
PHOTOGRAPHS AND ARTWORK

ILLUSTRATIONS
PHOTOGRAPHY
PROOFREADER
EDITORIAL ASSISTANT
PRESS COORDINATOR

Gabriel Torres Messina
Rosa María Núñez Ochoa
Jean Denise Salazar Wolfe
Hened Manzur Soda, Canda Machado Garz ,
Letra Cardinal
Hened Manzur Soda, Letra Cardinal
Tania Campa
Tania Campa
Berenice Juárez Rodríguez, Letra Cardinal
Cristina Anguiano, Armando Alvarado,
Hugo Hurtado
Grupo Pictograma
Shutterstock, Inc., Photospin, Inc.
Yaholi González , Edith Gaxiola Aldama
Daniela Tovar Uribe
Daniel Israel González Ramírez

Rainbow of words 2 Teacher's edition



All rights reserved:

© 2023, Editorial Esfinge, S. de R. L. de C. V.
Átomo 24
Colonia Parque Industrial Naucalpan
Naucalpan de Juárez,
Estado de México, C. P. 53489
contacto@esfinge.com.mx

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

This edition first published in 2023

Every effort has been made to trace the copyright holders and we apologize in advance for any unintentional omissions. We will be happy to insert the appropriate acknowledgements in any subsequent editions.



Dear Teacher,

Welcome to ***Rainbow of words*** a coursebook aimed at providing you and your students with all the necessary academic support to set an enjoyable learning environment and enrich your daily teaching practice.

You will find the series to be well rounded, confident and easy to follow. Icons and banners make the activities easy to identify. The Constructivist Interactive approach, on which this series is based, helps students communicate meaningfully from the first day of class. The CLIL activity, found in each lesson, surrounds students with different opportunities to relate English to other subjects in the curricula, making the language more interesting and fun to acquire.

The activities included in the Student's Book are varied and foster understanding, learning, production and consolidation of the target language, as they help students develop language and life skills.

The songs, chants, hands-on activities and other word games help students acquire the language more easily as they practice pronunciation, intonation and stress of the language. The Projects at the end of every lesson foster teamwork and cooperative learning.

There is constant reinforcement of new and old structures throughout the lessons. Critical thinking skills are developed through a free-response opening question in each unit, designed to encourage students to express their opinions, preferences and experiences at their own age level. Activities with Differentiated Instruction allow students to work at their own pace and level of proficiency, helping you to increase the learning outcome of the whole group.

The *Teacher's Edition* provides you with classroom routines, step-by step lesson plans and suggestions on Differentiated Learning activities to facilitate the teaching-learning process. You will also find a comprehensive bank of *Games*, and a set of ten photocopiable Assessment Sheets, two for every unit.

We are sure you will enjoy our series as we look forward for ***Rainbow of words*** to become your daily tool to help you and your students reach your goals.

Best wishes,

The Kells Education Team

Table of Contents

Rainbow of words Methodology	v
Common European Framework of Reference	vii
Game Bank	ix
Components in the Series	xii
Scope & Sequence	xiv
Unit 1 Fabulous Food	4
Unit 2 Our Things	38
Unit 3 Having Fun	72
Unit 4 Sorting Things Out	106
Unit 5 Being Part of a Family	140
Assessments	174
Assessments Answer Key	184
Audioscripts	186

Rainbow of Words Methodology

Rainbow of words is based mainly on two approaches: **Constructive Interaction** (also known as co-discovery learning) and **Differentiated Instruction**.

Constructive Interaction

Because children are not “small adults”, they learn in very different ways since they are developing skills, abilities and self-assurance. Therefore, methodology to teach children must be very specific.

“How to engage the partner in the interaction and keep their interest up so that the speaker can either deliver the message they intend to deliver or provide rapport and affection as to create a mutual bond and an understanding relationship is fundamental to interaction. Natural language is used to exchange information, and the effective transfer of information is often taken as the main criterion for the success of interaction.” (Kristiina Jokinen and Graham Wilcock, 2012).

Based on the mentioned approaches, every unit with its corresponding tasks have been planned and should be carried out in such a way that children are encouraged to engage in conversation and problem solving. When students verbalize the object of study, they are more likely to understand, memorize, use and develop competences.

The teacher is a guide and a facilitator who provides feedback. The children’s verbalization and conversation gives the teacher a pretty good idea of the level of comprehension and interest of students. Therefore, more important than the finished product or answering the task, is the process through which children accomplish their outcome. To achieve this outcome, Constructive Interaction offers 4 moments to follow:

1. Personal: allows introspection and fosters critical thinking skills.
2. Small group work: engages discussing and exchanging points of view as students work on achieving learning goals.
3. Whole group work: fosters social practice of the language as students show their achievements.
4. Transferring: teacher guides students into building a summary of the topic. Students see their progress within the language and teachers evaluate progress.

“Constructive interaction with children mainly provides natural thinking-aloud as the students collaborate in pairs to solve tasks... children in pairs using constructive interaction have a much higher level of verbalization...” (Benedikte S. Als, Janne J. Jensen, and Mikael B. Skov).

Our society now expects graduates from school who are able to collaborate, work in teams, teach others and negotiate (Rice & Wilson, 1999). Businesses and society expect graduates to acquire, interpret, and evaluate data to learn, reason, and solve problems (Rice & Wilson, 1999). Therefore, the development and training of these skills and abilities must start during childhood.

Rainbow of words then, provides you with specific activities and tasks that will encourage children to start using English as from the very first day of class!



Differentiated Instruction

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom (mixed-ability groups). Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Extra activities and ideas for differentiated instruction are given in each lesson in the Teacher's Edition.

Some of the ways in which ***Rainbow of words*** promotes this approach is by means of:

- **Content** – what the student needs to learn or how the student will get access to the information;
- **Process** – activities in which the student engages in order to make sense of or master the content;
- **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit;
- **Learning environment** – the way the classroom works and feels.

Content

1. Using reading materials at varying readability levels;
2. Putting text materials on tape;
3. Using spelling or vocabulary lists at readiness levels of students;
4. Presenting ideas through both auditory and visual means;
5. Using reading buddies; and
6. Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Process

1. Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;
2. Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them;
3. Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
4. Offering manipulative or other hands-on supports for students who need them;
5. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Products

1. Giving students options of how to express required learning (E.g., create a puppet show, write a letter, or develop a mural with labels);
2. Using rubrics that match and extend students' varied skills levels;
3. Allowing students to work alone or in small groups on their products;
4. Encouraging students to create their own product assignments as long as the assignments contain required elements.

Learning environment

1. Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
2. Providing materials that reflect a variety of cultures and home settings;
3. Setting out clear guidelines for independent work that matches individual needs;
4. Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and
5. Helping students understand that some learners need to move around to learn, while others do better sitting quietly.

(Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).

Now, let's start planning, guiding, sharing and enjoying every minute we have to facilitate the learning processes of our students. **Rainbow of words** is flexible, adaptable, achievable and easy-to-teach because every child in our classrooms is unique, curious and a potential user of English.

Common European Framework of Reference (CEFR)

The **Common European Framework of Reference for Languages: Learning, Teaching, Assessments**, is a guideline used to describe achievements of learners of foreign languages across Europe and in other countries. It was put together by the Council of Europe, and its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. There are six reference levels, though in our series students will only reach the second level – A2, since it is designed for bilingual schools.

The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level.

Level group	A	
Level group name	Basic User	
Level	A1	A2
Level name	Breakthrough or beginner	Way stage or elementary
Description	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>



Listening:

- I can understand phrases and highest frequency vocabulary related to areas of most immediate personal relevance (E.g. very basic personal and family information, shopping, local area, employment).
- I can catch the main point in short, clear, simple messages and announcements.

Reading:

- I can read very short, simple texts.
- I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

Spoken Interaction:

- I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

Spoken Production:

- I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

Writing:

- I can write short, simple notes and messages relating to matters in areas of immediate needs.
- I can write a very simple personal letter, for example thanking someone for something.

CLIL

Content and Language Integrated Learning, is where a subject is taught in the target language rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content. In our series you will find one CLIL activity per lesson usually for subjects such as History, Geography, Science or Social Sciences.

Game Bank

Routines

We would like to include some games and routines in the **Rainbow of words** series to provide students with opportunities for meaningful language development as well as for setting a secure and enjoyable learning environment. Routines are part of the warm-up stage in every class; we suggest you use routines for younger students.

Any starting routine can include a game, a song or a chant. If you decide to include a song, play it every day throughout the first week for students to listen, repeat, identify vocabulary, understand the song, and learn it. Present the lyrics using TPR (Total Physical Response: that is, acting out and modeling words for meaningful purposes). Keep in mind that songs are aimed at working on pronunciation, and chants are meant to work on stress, rhythm and intonation. However, students have fun as they listen and practice the target language. When you want to play a new song or chant, play it once to raise awareness of the language. Then, play the tracks again inviting students to repeat and to sing or chant along.

Games


You can play the traditional games like *Bingo*, *Hangman*, *Tic-tac-toe*, *Simon Says*, etc. Now, we would like to present some new and fun games your students are going to love. Please feel free to adapt them according to their needs.

Pilots and Planes: Ask students to make some paper airplanes (allow them to test how their planes fly). Assign different classroom targets and points (E.g. table 1 point, door 5 points, trash can 10 points). Ask a student a question, and if he/she answers correctly, then that student can throw and try to hit one of the target objects to win points. This can be played individually or in teams.

Hot Potato: Have students sit in a circle. Use a potato and toss it to one student. Say one English word as you pass. The student then throws the potato to another student and says a different English word (play different categories, such as food, animals, clothes, etc.). Students can't keep the potato for more than 5 seconds or drop it. If they do, they are out. Play until you have a winner.

Art Gallery: This is a great activity for reviewing vocabulary. Draw enough squares on the board for each student to be able to draw in. Ask students to write their names above their squares. Call out a word or phrase and have students draw it (*pencil*, *bookcase*, *a boy waking up*, *an angry dog*, *a long snake*, etc.). Say the words as quickly as possible (no more than 5 at the beginning); students should memorize the words and draw them. The first to finish "legible" drawings, without missing words is the winner.

Instructions: This is a great pair game. Make an obstacle course in your classroom (use desks, chairs, books, etc.). Blindfold a student and guide him/her through the course by giving instructions (E.g. walk forward 2 steps, turn left, take on small step, etc.). This is a good pair game. Just be careful students don't hurt themselves.



Buzz: Counting games are a must. Have the students sit in a circle and pass a ball around while counting (1, 2, 3, etc.). When the number reaches 7, that student must say “buzz”. Any number with a 7 in it must be buzz (7, 17, 27, 37...) and any multiple of 7 must be buzz (14, 21, 28, 35, etc.). You can change numbers and multiples.

Elephants: Sit students in a circle with you. Say a word and the student to your right says a word that starts with the last letter of the word you said (E.g. **bus - steak - key - yellow**, etc.). Continue around the circle until someone makes a mistake or repeats a word.

Marching: Play this game in the school playground. Line up students and say, “Go!” As you all march together, call out the months in order: *January, February*, etc. Have students repeat each month. March along at a slow pace but with straight backs, and swinging arms. Say “Stop!” Everyone must stop and be **exactly** in line with you. If someone is out of line, order them back in line, and then continue marching where you left off. Once finished start again, but this time walk briskly. At the end, you can all be running.

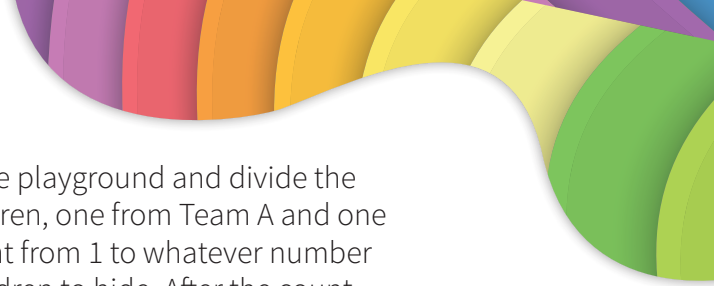
Reading, Reading: This activity is fast-paced and lively, and improves students’ word recognition, speed, and confidence in reading. Choose a reading passage according to your students’ level of English. Start a rhythm (clapping or tapping on your desk). Choose a volunteer to start. Each student must read one sentence on the beat and with correct pronunciation. When the first student finishes, the next one starts with the next sentence, and so on. If someone misses a beat or stumbles over words, they are “out.” But if a student is “out” and spots a mistake and corrects the student who made it, he/she is “in” again. You would be surprised to see your students focused and waiting to hear someone’s mistake. Vary the tempo, and make it as easy or hard as you want.

Forbidden S: Group students into two teams. Each team thinks of 3 questions. The other team tries to give answers to these questions without using a word which contains the letter S.

Stop the Train: You need pen and paper for this game. Write a letter on the board, and say, “Start the train.” Students then write down as many words beginning with that letter as they can think of. When someone shouts out: “Stop the train!” Everyone has to stop writing. Students get a point for each word. The student who has the most words wins extra points. This game can be played in teams.

What Are They? Place different objects on your desk. Give students a few moments to memorize the objects and then cover the objects with a piece of cloth. Take away one of the objects (without students looking), and then tell them to open their eyes again. The first student to guess the missing object takes away another object in the next round.

Chinese Whispers: Sit in a circle. Whisper a word or sentence in the next student’s ear. He/she then whispers what they heard in the next student’s ear and so on. The last student says out loud what he/she heard to see if it’s the same as the original message. If it is, then it’s the last student’s turn to whisper a word.



Hide and Seek: When possible, take children out to the playground and divide the group into two teams. Everyone hides except two children, one from Team A and one from Team B. These students close their eyes and count from 1 to whatever number you want them to practice, allowing the rest of the children to hide. After the count, student A looks for children in team B, and student B looks for children in Team A. The child to find the most children from the opposite team is the winner.

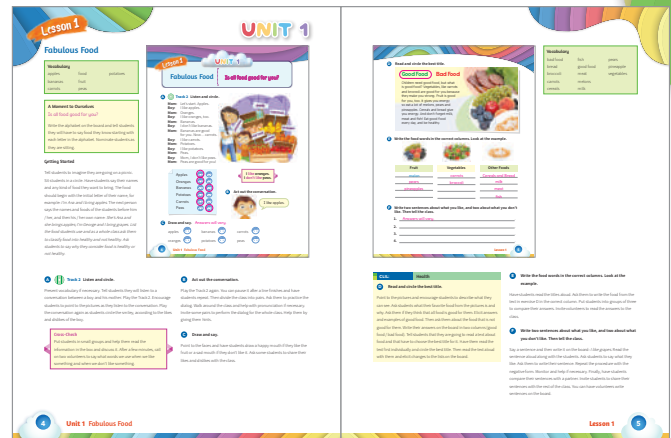
Find Someone Who... Tell your request to the students and have them walk around following the instruction. E.g. “*has two brothers*”. When one student says “I have two brothers”, that player steps out of the game and makes his/her request.

Quotes

Finally, a note on teaching tips can be the use of quotes (famous, popular or even written by students) to talk about everyday life activities, reflect on values or to expand the knowledge and culture. As you progress during the year, try to choose two or three that are related to the value. Write the quote on the board and have students identify or look up the words in their dictionary, then you can start a discussion or have them write or express different sentences using the words in the quote. Further in the year, you can invite students to create new quotes on their own and even have a Quotes Contest, this is always fun and extends students’ vocabulary as they work on thinking skills.

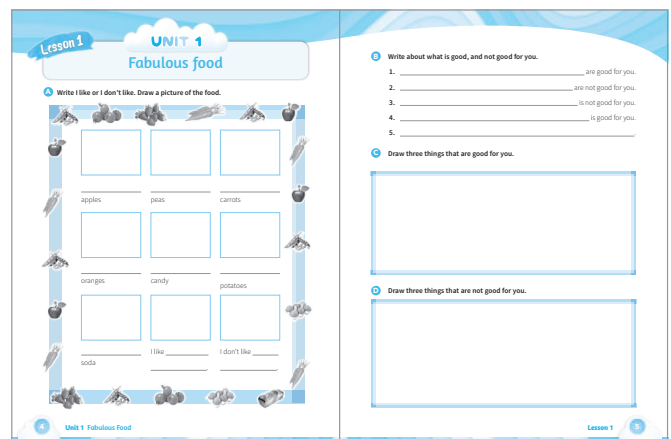
Teacher's Edition

- Teacher-centered providing all needed teaching tools to facilitate your daily practice as you guide and encourage students to develop language and thinking skills in English.
- *Step-by-step lesson plan* for each lesson with clearly stated instructions and an extra activity for differentiated learning that allow for flexibility in use and adaptability to your group's needs.
- *A miniature of the corresponding Student's Book page* with overwritten answers.
- *A Front Matter* including a brief description of the methodology being followed in **Rainbow of words**, a bank of games to give you more tools to set an enjoyable learning environment, the components that conform the series and the Scope and Sequence.
- *A Back Matter* offering ten photocopiable assessments, two per unit – Assessment 1 suggested to be used after the first four weeks in a unit and Assessment 2 for the last four weeks of work in the unit. The answer key for every assessment is found in this section as well.



Workbook

- Grammar based and in direct correlation with each unit in the Student's Book.
- Two pages of work per lesson offering extra practice on the language structure studied in the corresponding lesson in the Student's Book.
- The third page in every lesson is designed for a writing activity called Blog where students write a short entry related to the topic they've been learning in the unit and aimed at reviewing language and spelling conventions.



Tracks and songs

- In our website, you will find the link to download all the tracks in the Student's Book, including listening tasks, chants and songs, to work on developing listening comprehension strategies as well as pronunciation and stress of the language.
- All listening activities are student-centered, theme- related and fun!

<https://kells-education.co.uk/wordpress/>

Scope & Sequence 1st Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Greetings <i>Introductions</i> • School places • Numbers 1 to 10 • School objects • Verbs: <i>bow, clap, close, color, count, cut, draw, find, glue, hop, hug, jump, kiss, open, paint, say, see, sit, stand, turn, write, etc.</i> • The alphabet 	<ul style="list-style-type: none"> • Greetings and introductions: <i>Good morning (afternoon/evening/night), How are you? What's your name? I am... My name's... Pleased to meet you...</i> • Present simple tense of <i>to be</i> • Personal Pronouns • Question words: <i>What, How: How old are you? What's this?</i> • Possessive adjectives (determiners) • Definite and indefinite articles • Imperatives: <i>Cut the picture; Color the card, etc.</i> • Instructions: <i>Stand up, Sit down, Open your... Close your... Clap three times</i> 	<ul style="list-style-type: none"> • The alphabet and beginning sounds • /p/ • /m/
2	<ul style="list-style-type: none"> • Parts of the body • Flavors • Feelings • Sports • Food • Verbs: <i>see, touch, smell, taste, hear, kick, play, sit, ride, dance, throw, swim, walk, etc.</i> • Numbers 1 to 10 • Ordinals and cardinals 	<ul style="list-style-type: none"> • Present simple tense of <i>to be</i> • Present simple tense of <i>to have</i> • Demonstratives: <i>This/These</i> • Nouns in singular and plural • Definite and indefinite articles: <i>a/an/the</i> • Quantifiers: <i>some</i> • Present simple tense • Imperatives for common actions: <i>Eat well, read a book, wash the dishes, feed the cat, make your bed, etc.</i> • <i>There is / There are</i> 	<ul style="list-style-type: none"> • /s/ • /t/ • (short) /a/, /e/, /i/, /o/, /u/ • /k/ • /b/ • /f/
3	<ul style="list-style-type: none"> • Animals: <i>mammals, fish, reptiles, insects, amphibian, birds, Arctic animals</i> • Adjectives: <i>small, big, green, intelligent, etc.</i> • Colors: <i>red, blue, etc.</i> • Numbers • Verbs: <i>climb, bite, fly, etc.</i> 	<ul style="list-style-type: none"> • Present simple verb <i>to be</i> • Questions Demonstratives: <i>This/That/These/Those</i> • <i>Wh</i> questions: <i>Where</i> (singular and plural), <i>What, How</i> • Word order using adjectives: <i>It's a long, yellow snake.</i> • Use of adjectives in the singular and plural • Use of <i>Can:</i> <i>aff, neg, int</i> • Short answers 	<ul style="list-style-type: none"> • double consonants in a word: tt, pp, mm, ff, rr • /n/ • /h/ • Difference between /o/ and /u/ • /g/ • final /l/



Unit

Vocabulary

Structures

Phonics

4

- **People in the community, professions:** *policeman, mail carrier*
- **Objects and tools:** *hose, radio, bag, stethoscope, etc.*
- **Places in the city:** *police station, post office, etc.*
- **Means of transportation:** *fire truck, airplane, etc.*
- **Places in the mall:** *clothes store, pet store, etc.*
- **Pets:** *dog, cat, parrot, rabbit, spider, etc.*
- **Clothes:** *dress, coat, socks, pants, shoes, shirt, etc.*
- **Toys:** *ball, bat, Teddy bear, skates, etc.*
- **Verbs:** *find, drive, deliver, etc.*

- Present simple, first person singular, third person singular
- Aff, neg, int: *does/doesn't*
- Singular and plural
- Existence: *There is/There are* (aff, neg)
- Quantifiers: *some/any*
- Demonstratives: *this, that, these, those*

- initial and final **/n/**
- initial and final **/d/**
- initial and final **/l/**
- initial **/g/**
- middle **/k/**

5

- **Rooms in the house**
- **Colors**
- **Furniture:** *lamp, sink, toy box, etc.*
- **Family members**
- **Activities at home:** *brush my teeth, wake up, have dinner, etc.*
- **Meals:** *breakfast, lunch, supper, dinner, etc.*
- **Food and drinks:** *fried chicken, French fries, soda, water, eggs, etc.*
- **Countries:** *Japan, Mexico, United States, France, etc.*
- **Vegetables:** *carrots, lettuce, tomato, etc.*
- **Fruit:** *orange, apple, banana, etc.*
- **Verbs:** review

- Present simple: *It goes in the living room.*
- Singular and plural
- Demonstratives: *This goes... /That goes...*
- Possessive adjectives
- Possessives: 's
- Present simple: *like/likes doesn't like/don't like Have/Has*

- **/v/**
- **/w/**
- **/y/**
- final **/ks/**
- **/z/**
- **/c/** as in cereal

Scope & Sequence 2nd Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Food: <i>healthy and unhealthy food</i> • Products from animals / vegetables: <i>sugar cane, milk, honey, etc.</i> • Seafood • Verbs: <i>wash, cut, fry, eat, etc.</i> • Numbers: 20 to 30 	<ul style="list-style-type: none"> • Present simple: <i>Like/Likes Don't like/Doesn't like</i> • Questions: <i>Do...?/Does...?</i> • Instructions (following a recipe): <i>Wash two potatoes...</i> • Prepositions of place: <i>in, on, under, between, next to</i> • Conjunction: <i>but</i> • <i>Wh</i> questions 	<ul style="list-style-type: none"> • /p/ • /s/ • /ch/ • /th/ • /y/ • /sh/ Vs. /s/ • /b/ • /t/ Vs. /th/
2	<ul style="list-style-type: none"> • Toys • Clothes costumes: <i>princess, Spiderman, pirate, etc.</i> • Furniture in the bedroom • Pets • Verbs 	<ul style="list-style-type: none"> • Possessives 's • Possessive adjectives • Present simple: <i>Have/Has Don't have/Doesn't have</i> • Existence: <i>There is/There are</i> • Questions and short answers • <i>Wh</i> question + <i>has</i> 	<ul style="list-style-type: none"> • /ə/ • Combined words • /qu/ • /f/ Vs. /p/ • /wh/ • /l/ • /s/ Vs. /z/
3	<ul style="list-style-type: none"> • Vacation: <i>beach, sandcastle, ocean, etc.</i> • Camping equipment • Adjectives • Names of sounds: <i>bang, tap, clang, etc.</i> • Equipment in a fair: <i>carousel, castle</i> • Verbs: <i>camp, play, build, cook, relax, etc.</i> • Numbers: 30 to 40 	<ul style="list-style-type: none"> • Present continuous • Question words: <i>who, what: What are you doing?</i> • Instructions: <i>Don't leave food in your tent</i> • Adjectives • Compound verbs • Position of adjectives in sentences • Gerunds (names of sounds): <i>banging, tapping</i> 	<ul style="list-style-type: none"> • /ng/ • long /e/ • short /i/ • /o/ Vs. /oo/ • /t/ • /sh/ • initial /ch/



Unit

Vocabulary

Structures

Phonics

<p>4</p>	<ul style="list-style-type: none">• School clothes• Musical instruments• Experiments: <i>magnet, cork, plastic lid</i>• Nature: <i>Seabirds, rock pool, sand, crabs, savanna</i>• Adjectives• Colors• Parts of the animals• Verbs: <i>cut, rub, float, etc.</i>	<ul style="list-style-type: none">• <i>Whose...?</i>• Possessive pronouns: <i>mine, yours, his, hers</i> <i>Is this... yours?</i>• Instructions and imperatives: <i>Don't touch.</i>• Countables: <i>How many?</i> <i>How many... are there?</i>• Descriptions: <i>What... like?</i>	<ul style="list-style-type: none">• /u/ as in <i>cute</i>• /z/• /o/ as in <i>brother</i>• /a/• /e/• /j/ Vs. /g/• /t/
<p>5</p>	<ul style="list-style-type: none">• Rooms in the house• Members of the family• Food• Days of the week• Picnic• Numbers: 40 to 50	<ul style="list-style-type: none">• <i>There is/There are</i>• Quantifiers: <i>Some/Any</i> (aff, neg and int)• Short answers: <i>Yes, I do/No, I don't.</i> <i>Like / Don't like</i>• Question words: <i>who, when, where, what</i>• Uncountable nouns• <i>What</i> questions• Dates and prepositions• <i>Who</i> questions	<ul style="list-style-type: none">• /th/• long sounds Vs. short sounds• /f/• /p/ Vs. /b/• /w/• /h/• /le/ as in <i>turtle</i>

Scope & Sequence 3rd Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Chores at home • Family members • Routines at home • Ecology: <i>recycle, reuse, cans, aluminum, waste, etc.</i> • Phrasal verbs: <i>come in, hurry up, look for, turn off, keep on, etc.</i> • Numbers: 50 to 60 	<ul style="list-style-type: none"> • Rules: imperatives (aff, and neg) • Present continuous and short answers • Phrasal verbs (inseparable) verb + one or more prepositions • Usage of nouns and pronouns 	<ul style="list-style-type: none"> • /ʌ/ as in <i>sun</i> • /i/ • /æ/ as in <i>cat</i> Vs. /ɒ/ as in <i>dog</i> • /e/ • /i/ Vs. /i:/
2	<ul style="list-style-type: none"> • Frequency words: <i>every day, often, always</i> • Spelling rule for plurals: +s, +es, +ie • Everyday activities • Leisure: <i>swimming, playing soccer, playing the violin, etc.</i> • Weather: <i>sunny, cold, rainy, etc.</i> • Countries 	<ul style="list-style-type: none"> • Present simple (aff, neg, int) • Third person singular • Short answers • Weather • Adverbs of time: <i>never, sometimes, often, always</i> • <i>Where... from?</i> • Use of <i>like</i> as in <i>What's the weather like?</i> • Present continuous 	<ul style="list-style-type: none"> • /ei/ • /u:/ as in <i>rule</i> • /s/ Vs. /iz/ • /j/ • /h/ • /le/ as in <i>kettle</i>
3	<ul style="list-style-type: none"> • Time • Prepositions of time, movement and place: <i>from, to, up, down, along, across from, in front of</i> • Places in a museum • Places and animals in a zoo • Party: <i>cake, candles, surprise</i> • Verbs 	<ul style="list-style-type: none"> • Telling the time and asking what time it is • Instructions • Prepositions of movement, time and place • Directions • Usage of <i>can/can't</i> in singular and plural • Short answers 	<ul style="list-style-type: none"> • /x/ • /m/ • /er/ as in <i>number</i> • /i/ • /ng/ • /n/



Unit

Vocabulary

Structures

Phonics

4

- **School activities**
- **Extra activities**
- **Activities in a schedule:** *time*
- **Health:** *energy, tired, exercise, stethoscope, heart, etc.*
- **Parts of the body**
- **The dentist:** *teeth, tooth, false tooth, brush*
- **Healthy activities:** *run, eat, exercise, etc.*
- **Food:** *meat, eggs, bread*

- Present simple (aff, neg, int)
- Question about frequency: *How often...?*
- Adverbial phrases of frequency: *every day, once a week*
- Telling the time
- *Have/Has*
- Frequency phrases and order of the activity: *I play tennis twice a week*

- **/a:/**
- **/o/** as in *cow*
- **/e:/** as in *bleat*
- **/b/** Vs. **/v/**
- Stress on syllables
- **/e/**
- **/y/**
- Endings: **/cle/**, **/ing/**

5

- **Math:** *times tables, fraction, decimal point*
- **Sports**
- **Pets**
- **Leisure activities**
- **Months of the year**
- **The seasons**
- **Amphibians:** *tadpole, frogspawn*
- **Numbers** 1 to 100
- **Ordinals to 31st** (for dates)

- Past tense of verb *to be, was, were*
- Aff, neg, int: *wasn't/weren't*
- *Wh* questions in the past
- Dates
- Prepositions for dates

- **/u:/** as in *rule*
- Endings: **/tion/**
- Beginning **/s/** + consonant
- Rhyming sounds: *nice, mice, rice*
- **/nd/** as in *second*

Scope & Sequence 4th Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • House: <i>attic, stairs, trunk, frame</i> • Objects: <i>rag, rag doll, present, watch, sticks, clay, etc.</i> • Places • Illnesses: <i>disease, fleas, inoculations, kill sickness, spread, vaccinations, smallpox, inoculate, etc.</i> 	<ul style="list-style-type: none"> • Past tense (regular verbs) affirmative, negative, interrogative • Question words: <i>who, what, where, when, how, why</i> • Time expressions for the past: <i>yesterday, last week, the day before yesterday, two days ago, etc.</i> • Prepositions of time: <i>in, on, at</i> • Past tense: <i>irregular verbs: run, see, take, have, hear, etc.</i> 	<ul style="list-style-type: none"> • Final ending sound of irregular verbs: /t/, /d/, /id/ • /rk/ phoneme • Final 's' sound: /s/, /z/, /iz/
2	<ul style="list-style-type: none"> • Sports: <i>soccer, dance, run, skate, swim, etc.</i> • Vacation: <i>camping, horseback riding, sunbathe, rafting, canopy gliding, cliff, etc.</i> 	<ul style="list-style-type: none"> • Comparative form of adjectives: <i>big/bigger, happy/happier, more important than...</i> • Gerunds name of activities after like: <i>start, love, go, enjoy</i> • Infinitives after want: <i>like, love, try, start</i> 	<ul style="list-style-type: none"> • Pronunciation negative contractions: <i>didn't, wouldn't, couldn't, don't, can't</i> • Pronunciation of contractions with will: <i>I'll, He'll, We'll, They'll</i> • Pronunciation: /ng/
3	<ul style="list-style-type: none"> • Art and art supplies: <i>sculpture, collage, paint brushes, easel clay, water colors, etc.</i> • Dances: <i>stomp, ballet, beat, garbage lids</i> • Musical instruments: <i>violin, piano, horn, chello, clarinet, flute, viola, etc.</i> • Insects: <i>ants, spiders, black widow, caterpillar, butterfly, snail, stink bug, grasshoppers, etc.</i> 	<ul style="list-style-type: none"> • Simple Present: habits with frequency adverbs • Present perfect: actions that began in the past and continue (<i>for, since</i>), indefinite time in the past (affirmative, negative, interrogative) 	<ul style="list-style-type: none"> • Phonemes: /ft/, /nt/, /st/ • /wh/ sound • /ie/ sound



Unit

Vocabulary

Structures

Phonics

4

- **Quantity expressions:** *some, many, etc.*
- **Countable and uncountable nouns**
- **Food**
- **Food related words:** *bowl, serve, etc.*
- **Giving directions:** *Turn right/left, walk to, corner, etc.*
- **Prepositions:** *up, towards, to, etc.*

- Expressing quantities – countable and uncountable nouns, affirmative, negative, interrogative
- Giving directions: *walk up, down, towards, to, turn, right, left*
- Imperatives: *open, close, stand up, sit down, give me, etc.*

- **/ng/** sound
- **/θ/** sound
- **/sh/** sound
- **/ng/** sound

5

- **Geography:** *mountain, river, waterfall, features, lake, etc.*
- **Vacation/traveling:** *plane, fly, hot, cold, latitude, longitude, ice*
- **Seasons:** *winter, spring, summer, fall*
- **Animals:** *lion, rabbit, lady bug, camouflage, etc.*
- **Space travel:** *astronaut, space ship, planet, universe, etc.*

- Superlative form of adjectives: *the biggest, the happiest, the most interesting far/the farthest good/the best bad/the worst*
- Going to
- Linking words: *and, then*

- **/dge/** sound
- **Pronunciation:** *they're, there, their*
- Pronunciation soft **/c/**, strong **/c/**
- **/wh/** sound
- **/sw/** sound
- Tongue twisters (**p, sh, s**)

Scope & Sequence 5th Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Racial Segregation: <i>activist, civil rights, non-violent, protests, class, ethnic, race, row, seamstress, segregation</i> • Regular verbs • Education in the past: <i>ancient, punished, skills, strict</i> • Eating well: <i>food, words related to nutrition</i> • The Olympic Games: <i>athletes, competed, fit, Olympic, training, marathon, Empire</i> 	<ul style="list-style-type: none"> • Past tense of regular/irregular verbs • Ability and opportunity in the past: <i>could / couldn't</i> • Linking words: <i>but, because</i> • Giving reasons and contrasts with <i>because</i> and <i>but</i> • Regular verbs 	<ul style="list-style-type: none"> • Pronunciation of the past of regular verbs: <i>/t/, /d/, /id/</i> • Spelling and pronunciation of <i>/ou/</i> words • Tongue twisters (k, b)
2	<ul style="list-style-type: none"> • Helping: <i>generous, donate, leftovers, volunteer, etc.</i> • Celebrations: <i>festival, celebrate, fireworks, etc;</i> in different places and times • Volunteering: <i>charity, help, stall, ambassador, etc.</i> 	<ul style="list-style-type: none"> • Preferences: <i>I prefer, I'd rather</i> • Giving reasons with <i>because</i> • Recommendations with <i>should</i> 	<ul style="list-style-type: none"> • Tongue twisters (sh, s, ch) • <i>/z/, /v/</i> sound • Identifying long vowel sounds
3	<ul style="list-style-type: none"> • Friendship: <i>friend, kind, manners, lonely, mistakes, rude, forgive, move</i> • Hobbies: <i>article, champions, chess, hobby, baked, collection, model</i> • Space exploration: <i>exploration, landed, launched, missions, orbit, samples</i> 	<ul style="list-style-type: none"> • Simple Present: habits with frequency adverbs • Present Perfect: actions that began in the past and continue <i>for, since</i>, indefinite time in the past (affirmative, negative, interrogative) • Past Participle form of irregular verbs <i>for, since, already, yet, ever, never</i> 	<ul style="list-style-type: none"> • Phonemes: ft, nt, st • <i>/wh/</i> sound • <i>/ie/</i> sound



Unit	Vocabulary	Structures	Phonics
4	<ul style="list-style-type: none">• Household chores: <i>chores, helping, list, clean, make the bed, water, housework, busy, sweep, vacuum, dishes, laundry, trash</i>• Pets: <i>committed, feed, pet, promise, puppy, training, cages, litter, sick, vaccines, vet</i>• Activities on vacation: <i>driving, skiing, snowboarding, beach, dolphins, reefs, sharks, snorkeling, hiking, packing, brochure, peaks, sail, journey, summit</i>• School Responsibilities: <i>assignment, consequences, fault, forgot, lying, make excuses</i>	<ul style="list-style-type: none">• Present Continuous for future.• While <i>for two actions occurring at the same time</i>• Gerunds: names of activities• Infinitives after: <i>promise, want, remember, forget, agree</i>• Sequence words: <i>first, then, after that, finally</i>• Simple present for plans	<ul style="list-style-type: none">• /ng/ sound• /θ/ sound• /sh/ sound• /ng/ sound
5	<ul style="list-style-type: none">• Honesty: <i>lying, proud, skip, trouble, hillside, liar, shepherd, villager, humble, bragging, gossip, bullying, spread, blame, grounded</i>• Sports: <i>benefits, risk, disappointment, goals, self-esteem, strategic, bounces, rugby, scores, appearance, tournaments, cycling, helmet, pads, injuries</i>	<ul style="list-style-type: none">• Modals: <i>might, should, have to, can, could, must</i>• Requests with <i>could</i> and <i>should</i>• Zero conditional (<i>if, when</i>)	<ul style="list-style-type: none">• /dʒe/ sound• Pronunciation: <i>they're, there, their</i>• Pronunciation soft /c/, strong /c/• /wh/ sound• /sw/ sound• Tongue twisters (p, sh, s)

Scope & Sequence 6th Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Identification: <i>nickname, address, etc.</i> • Adjectives • Family/genealogy • Music: (genres, characteristics) • Sports • Hobbies • Gadgets: <i>Cellphone, tablet, etc.</i>, and the Internet • Clothes: <i>urban, preppy, etc.</i> 	<ul style="list-style-type: none"> • To be: singular and plural • Questions about subjects and objects with <i>who</i> and <i>what</i> • Gerund: <i>like + ing</i> • Order of adjectives (opinion, size, color, material, purpose) 	
2	<ul style="list-style-type: none"> • Inventions and discoveries • Nationalities • Natural disasters: <i>hurricanes, earthquakes, etc.</i> • Instructions for emergency situations • First aid kit supplies • Containers: <i>bottle, box, jar, etc.</i> 	<ul style="list-style-type: none"> • Simple Past: regular/irregular verbs • Past Continuous at a specific moment in the past (<i>at 9 o'clock</i>, and interrupted past with <i>when</i>) • Imperative form in instructions 	<ul style="list-style-type: none"> • Final /mb/ sound • Final /er/ sound • Tongue twister: /wh/ • Consonant clusters beginning with /s/ • /w/ sound • /y/ sound • /oo/ as in 'room'
3	<ul style="list-style-type: none"> • Obligations (chores) • Rules and regulations • Recycling materials • Rugby 	<ul style="list-style-type: none"> • Simple Present: routines • Must Vs. have to: necessity, obligation, prohibition 	<ul style="list-style-type: none"> • Homophones



Unit

Vocabulary

Structures

Phonics

4

- **Future technology:** *keyboard, affordable, slim, smart*
- **Resolutions:** *lose weight, do exercise, sunscreen, helmet, seatbelt*
- **Itineraries:** *itinerary, arranged, privacy, seclusion, destination*
- **Future Plans:** *catering, surrounded, ambitious, field, campus*

- *Will/won't* referring to future plans, promises
- *Going to* for future plans
- Present Continuous for future plans
- Future time expressions: *tomorrow, the day after tomorrow, next week, in two days, etc.*

- Stress patterns in words
- Pronunciation: *going to/gonna, want to/wanna, have to/hafta*
- informal language

5

- **Food:** *tasty, pork, beef, dessert, waffles, pastry, cinnamon, cloves*
- **Recipes:** *flour, mix, stir, pinch, stomachache, choking, cockroach, grasshoppers, etc.*
- **Nationalities/Countries**
- **Information on food labels:** *dairy, wholegrain, cholesterol, boiled, breast, packet, processed, calories, fat, sodium, fiber*
- **Milk process:** *milk, harmful, harvest, etc.*
- **Health:** *overweight, underweight, shape, genetics, unique, etc.*

- Superlative form of adjectives: *the biggest, the happiest, the most interesting far/the farthest good/the best bad/the worst*
- *Going to*
- Linking words: *and, then*

- Tongue twister **/b/**
- Stress patterns in words
- Rules for soft **/c/**, and strong **/c/** sound



Fabulous Food

Vocabulary

apples	food	potatoes
bananas	fruit	
carrots	peas	

A Moment to Ourselves

Is all food good for you?

Write the alphabet on the board and tell students they will have to say food they know starting with each letter in the alphabet. Nominate students as they are sitting.

Getting Started


Tell students to imagine they are going on a picnic. Sit students in a circle. Have students say their names and any kind of food they want to bring. The food should begin with the initial letter of their name, for example: *I'm Ana and I bring apples.* The next person says the names and foods of the students before him / her, and then his / her own name: *She's Ana and she brings apples; I'm George and I bring grapes.* List the food students use and as a whole class ask them to classify food into healthy and not healthy. Ask students to say why they consider food is healthy or not healthy.

Lesson 1


UNIT 1










Fabulous Food

Is all food good for you?

A  **Track 2 Listen and circle.**

Mom: Let's start. Apples.
Boy: I like apples.
Mom: Oranges.
Boy: I like oranges, too.
Mom: Bananas.
Boy: I don't like bananas.
Mom: Bananas are good for you. Now... carrots.
Boy: I like carrots.
Mom: Potatoes.
Boy: I like potatoes.
Mom: Peas.
Boy: Mom, I don't like peas.
Mom: Peas are good for you!







Apples		
Oranges		
Bananas		
Potatoes		
Carrots		
Peas		

I like oranges.
I don't like peas.

B Act out the conversation.



C Draw and say. *Answers will vary.*

apples		bananas		carrots	
oranges		potatoes		peas	

4 Unit 1 Fabulous Food

A  **Track 2 Listen and circle.**

Present vocabulary if necessary. Tell students they will listen to a conversation between a boy and his mother. Play the Track 2. Encourage students to point to the pictures as they listen to the conversation. Play the conversation again as students circle the smiley, according to the likes and dislikes of the boy.

Cross-Check

Put students in small groups and help them read the information in the box and discuss it. After a few minutes, call on two volunteers to say what words we use when we like something and when we don't like something.

B Act out the conversation.

Play the Track 2 again. You can pause it after a line finishes and have students repeat. Then divide the class into pairs. Ask them to practice the dialog. Walk around the class and help with pronunciation if necessary. Invite some pairs to perform the dialog for the whole class. Help them by giving them hints.

C Draw and say.

Point to the faces and have students draw a happy mouth if they like the fruit or a sad mouth if they don't like it. Ask some students to share their likes and dislikes with the class.

D Read and circle the best title.

Good Food **Bad Food**

Children need good food, but what is good food? Vegetables, like carrots and broccoli are good for you because they make you strong. Fruit is good for you, too. It gives you energy so eat a lot of melons, pears and pineapples. Cereals and bread give you energy. And don't forget milk, meat and fish! Eat good food every day, and be healthy.



E Write the food words in the correct columns. Look at the example.



Fruit	Vegetables	Other Foods
melon	carrots	Cereals and Bread
pears	broccoli	milk
pineapples		meat
		fish

F Write two sentences about what you like, and two about what you don't like. Then tell the class.

- Answers will vary.
-
-
-

Lesson 1

5

Vocabulary

bad food	fish	pears
bread	good food	pineapple
broccoli	meat	vegetables
carrots	melons	
cereals	milk	

CLIL: Health

D Read and circle the best title.

Point to the pictures and encourage students to describe what they can see. Ask students what their favorite food from the pictures is and why. Ask them if they think that all food is good for them. Elicit answers and examples of good food. Then ask them about the food that is not good for them. Write their answers on the board in two columns (good food / bad food). Tell students that they are going to read a text about food and that have to choose the best title for it. Have them read the text first individually and circle the best title. Then read the text aloud with them and elicit changes to the lists on the board.





E Write the food words in the correct columns. Look at the example.

Have students read the titles aloud. Ask them to write the food from the text in exercise D in the correct column. Put students into groups of three to compare their answers. Invite volunteers to read the answers to the class.

F Write two sentences about what you like, and two about what you don't like. Then tell the class.

Say a sentence and then write it on the board: *I like grapes*. Read the sentence aloud along with the students. Ask students to say what they like. Ask them to write their sentence. Repeat the procedure with the negative form. Monitor and help if necessary. Finally, have students compare their sentences with a partner. Invite students to share their sentences with the rest of the class. You can have volunteers write sentences on the board.

G Unscramble the letters and write the words.

<p>1 </p> <p>apple</p> <p>paelp</p>	<p>2 </p> <p>bread</p> <p>daerb</p>	<p>3 </p> <p>fish</p> <p>hfis</p>
<p>4 </p> <p>carrot</p> <p>rtocra</p>	<p>5 </p> <p>milk</p> <p>klmi</p>	

H  **Track 3 Listen and join in.**

Peter likes pears and pineapple. Pears and pineapple are what Peter likes.

I  **Work in small groups. Answer the questions.**

- What food is good for you? Why?
Answers will vary.
- What food is not good for you? Why?
Answers will vary.
- What is your favorite food?
Answers will vary.

Go to page 6 in your Workbook and write an entry in your blog.

6 **Unit 1 Fabulous Food**

G Unscramble the letters and write the words.

Focus students' attention on the pictures and elicit the words they represent. Have volunteers spell each word correctly. Then ask them to unscramble the words. Have volunteers come to the board and write the correct words. Check spelling.

Beginners	Fast finishers
Point to the pictures and elicit the words. Have them write the letters in the correct order to complete the words.	Ask students to complete the words as fast as they can. Have them raise their hands when they finish. Check.

H  **Track 3 Listen and join in.**

Tell students they will hear a tongue twister and they have to repeat it. Play Track 3 and ask students to listen to the tongue twister and identify the sound that is repeated. Elicit the sound and repeat it in some words (*pears,*

Peter, pineapple, etc.). Play the audio again and have students repeat the tongue twister. Ask students to say it and correct any pronunciation mistakes. Encourage students to say the sentences faster every time. Invite volunteers to say the tongue twister aloud.

I **Work in small groups. Answer the questions.**

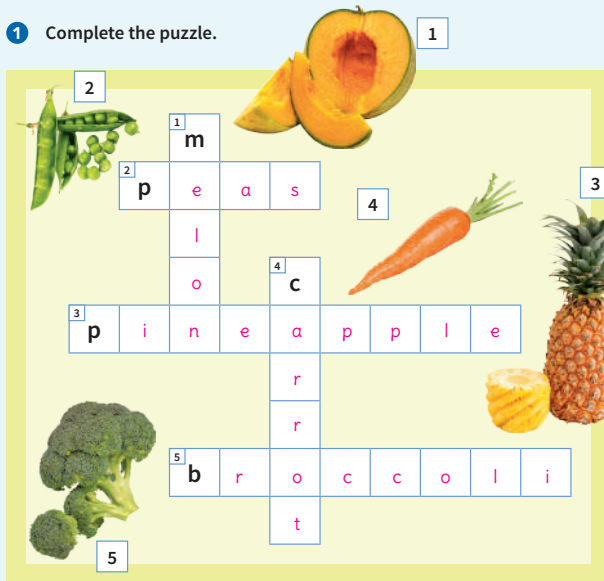
Divide the class into groups of three. Go over the questions with the students. Make sure everybody understands them. Have students answer the questions. Monitor while they work. Help with vocabulary or grammar. Invite volunteers to read their answers to the class.

Go to page 6 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Ask students what their favorite food is. Encourage them to share their ideas with the class. Ask them to draw what they usually have for breakfast, for lunch, for dinner, and before they go to bed. Have students share their drawings with their classmates.

PROJECT

1 Complete the puzzle.



2 Research another fruit and vegetables. Draw pictures and color them. Write the words.

3 Put your drawings in a portfolio. Keep them for your project.

Lesson 1

7

PROJECT

Material:

a ball and colored pencils

Ask students to sit in a circle on the floor. Roll a ball to one student and say a fruit or vegetable. The student should roll the ball to another student and say a name of a fruit or vegetable. Continue until all the students have participated at least once.

1 Complete the puzzle.

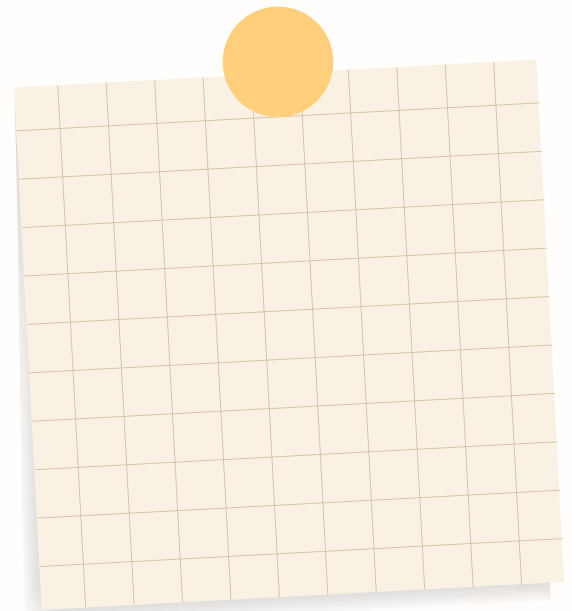
Ask students to look at the project page. Read the instruction. Explain how to fill in a puzzle, and tell students to complete this one. Check.

2 Research another fruit and vegetable. Draw pictures and color them. Write the words.

Ask students to think of another fruit and vegetable, or find new ones on the Internet or other books. Students draw them and write the name. Monitor while students work. Don't forget to praise students' work.

3 Put your drawings in a portfolio. Keep them for your project.

Ask students to take out their portfolios and to put their work inside.



Lesson 1

7

Lesson 2

Vocabulary

flan	jam	soda
ham	jelly	steak
hamburgers	juice	
ice cream	peas	

A Moment to Ourselves

Do all children have food?

Ask the question and give students a few minutes to think about the answer before sharing their ideas with others. Elicit some of their ideas and talk about the importance of being grateful for having food to eat every day.

Getting Started

Have students sit in a circle on the floor with you. Start a "slap, clap, pause" rhythm by slapping your knees, clapping your hands and pausing. Have students copy the rhythm. Say the word *food* in the pause. In the next pause, the student to your right must say a word that falls within that topic, like *apples*. The game continues until it's your turn again. You can speed up the tempo for more fun, and suggest more specific topics (*fruit, vegetables, etc.*).

Lesson 2

Do all children have food?

A  **Track 4** Listen and circle the correct words. Then, sing the song.



Jimmy likes ice cream / soda.
 And Jimmy likes cake / apples.
 Jimmy likes peas / hamburgers.
 And Jimmy likes steak / fish.
 But, he doesn't like jelly / peas.

Jenny likes juice / cookies.
 And Jenny likes flan / broccoli.
 Jenny likes soda / milk.
 And Jenny likes jam / ham.
 But, she doesn't like bread / peas.

B Talk about what Suzie likes and doesn't like.

He **likes** cookies.
 She **doesn't like** peas.




C  What about you? Check or cross the food. Exchange with a partner and tell the class. *Answers will vary.*

	ham	broccoli	steak	flan	hamburgers	ice cream
You						
Your partner						

8

Unit 1 Fabulous Food

A  **Track 4** Listen and circle the correct words. Then sing the song.


Elicit the vocabulary and introduce the new words. Tell students they will hear a song. Play Track 4. Students listen to the song and circle the words they hear. Play the song again for students to check their answers. Play it one more time and have students sing along.

Cross-Check

Put students in groups of 3 or 4 and help them read the information in the box and discuss it. After a few minutes, call on two volunteers to say what words we use when a friend likes something and when he / she doesn't like something. Ask for some examples.

B Talk about what Suzie likes and doesn't like.

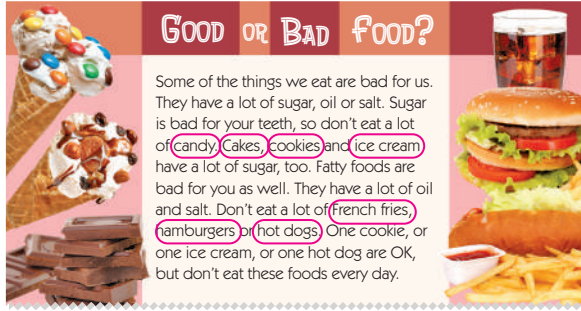
Elicit the vocabulary in the pictures. Point out the checks and crosses and model one sentence by saying: *Suzie doesn't like fish*. Divide students into pairs and ask them to say the things that Suzie likes and doesn't like. Monitor and help.

C  What about you? Check or cross the food. Exchange with a partner and tell the class.

Ask students to complete the activity individually. Put students into pairs to exchange their information. Draw the chart on the board and elicit answers from different students. Encourage them to use complete sentences. Write their names and complete the chart with the information they give you.







D Read and circle the foods that are bad for you.

GOOD OR BAD FOOD?



Some of the things we eat are bad for us. They have a lot of sugar, oil or salt. Sugar is bad for your teeth, so don't eat a lot of candy, Cakes, cookies and ice cream have a lot of sugar, too. Fatty foods are bad for you as well. They have a lot of oil and salt. Don't eat a lot of french fries, hamburgers or hot dogs. One cookie, or one ice cream, or one hot dog are OK, but don't eat these foods every day.

E Circle good or bad.

 cotton candy <input checked="" type="radio"/> <input type="radio"/>	 tomatoes <input type="radio"/> <input checked="" type="radio"/>	 strawberries <input type="radio"/> <input checked="" type="radio"/>
 pizza <input type="radio"/> <input checked="" type="radio"/>	 potato chips <input type="radio"/> <input checked="" type="radio"/>	 soda <input type="radio"/> <input checked="" type="radio"/>

F You are having a party. Write a list of the food you like.

Answers will vary.

Vocabulary

candy	pizza	strawberries
cotton candy	potato chips	sugar
fatty	salt	teeth
oil	soda	tomatoes

CLIL: Health

D Read and circle the foods that are bad for you.

Point to the photographs and tell students to describe what they see. Ask students if they think the foods in the pictures are good or bad for their health and why. Read the text aloud along with the students. Help them conclude that we can eat the food mentioned in the article, but in small amounts.

E Circle good or bad.

Have students complete the activity on their own. Circle the happy face if it's good food, and the sad face if it's bad food. Have some volunteers share their answers.

F You are having a party. Write a list of the food you like.

Help students make a list of the food they would like to have at a party. Write it on the board. Ask them to write their own list in their notebooks. Then ask them to write two sentences saying what they think about the food. Monitor while they work and help. Have students compare their sentences with a partner. Invite students to share their ideas with the rest of the class.

G Write five food words. Ask your partner to spell them. Look at the example.

- | | |
|------------------------------|------------------------------|
| 1. <u>candy</u> | 4. <u>Answers will vary.</u> |
| 2. <u>Answers will vary.</u> | 5. <u>Answers will vary.</u> |
| 3. <u>Answers will vary.</u> | 6. <u>Answers will vary.</u> |

H **Track 5** Chant Soundsss. Listen and chant.

Soundsss

Learn this sound, learn it please,
it's the sound at the end of peas,
cookies and hamburgers,
sound this way.

And fries and hot dogs,
yeah, yeah, yeah!
Learn this sound, learn it please,
it's the sound at the end of peas.

I Write a story. Use likes and doesn't like.

Percy and Bad Food

Percy doesn't like good food. He likes bad food. Percy likes Answers will vary. and he Answers will vary. Unfortunately, he doesn't eat good food. He doesn't like Answers will vary. and he Answers will vary.

Percy likes pizza.



He doesn't like peas.

Go to page 9 in your Workbook and write an entry in your blog.

G Write five food words. Ask your partner to spell them. Look at the example.

Ask students to choose five words from this lesson and to write them down. Then tell them to work with a classmate and ask their partner to spell them. Have them switch roles.

Beginners	Fast finishers
Ask students to go back to pages 8 and 9 to look for words to complete their lists.	Ask students to dictate words to others to write them on the board.

H **Track 5** Chant Soundsss. Listen and chant.

Tell students that they will hear a chant and they have to repeat it. Play Track 5 for students to identify the sound that is repeated. Elicit the sound and some examples. Then play the track again for them to listen and repeat. Have them say the chant aloud. Correct any pronunciation mistakes. Play it again.

I Write a story. Use likes and doesn't like.

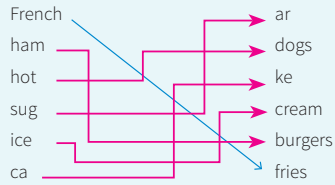
Elicit good and bad foods and write them on the board. Divide students into pairs. Go over the text with students. Make sure everybody understands it. Have students complete the story with good and bad foods. Monitor while they work. Help with vocabulary or grammar. Invite volunteers to read their stories to the class.

Go to page 9 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Tell students to interview family members about their favorite food. Tell them to draw or paste cutouts and write the name of the food. Encourage students to share their blog with their classmates.

PROJECT

- 1 Read and match to complete the words. Look at the example.



- 2 Make a collage of bad foods. Find pictures in magazines or draw by your own.
- 3 Put your collage in your portfolio for your project.



Lesson 2

11

PROJECT

Material:

magazines, colored pencils or markers, glue, scissors and sheets of paper

Divide the class into two teams. Tell students that they will play the guessing game. Describe a fruit or a vegetable and, taking turns, each team guesses the word. They get a point if they guess at the first try. Remind them of the importance of respecting one another's turn and to respect the final decision about the winner.

- 1 Read and match to complete the words.

Have students complete the activity. Ask volunteers to share their answers and check with the class.

- 2 Make a collage of bad foods. Find pictures in magazines, or draw by your own.

Ask students to take out their materials. Tell them to go through the magazines looking for pictures of food and to cut them out to make their collage. Monitor and help. Encourage students to speak in English at all times.

- 3 Put your collage in your portfolio for your project.

Keep students' work in their portfolio for the next step of the project.

NOTES : _____

Lesson 3

Vocabulary

banana chocolate lunch box
cheese cookies sharing

A Moment to Ourselves

What happens to the food you don't want?

Ask students what they usually have for lunch at school. Let them brainstorm ideas and list their answers on the board. Check which one is the most popular lunch in the classroom. Arrange students in pairs, and ask them to tell their partner, what they do with the food they leave after school break. Allow some volunteers to share their ideas with the class.

Getting Started

Divide children into two teams. Allow students to use the board. Write the food vocabulary words you've seen so far on pieces of paper and when it is their turn, a team chooses one player to draw the word while the rest of the team guesses in English. Allow twenty seconds for the team to guess the word, and if they succeed, they get a point.

Lesson 3

What happens to the food that you don't want?

A Track 6 Listen and read.

Tommy: Oh no! My lunch box isn't here! It's in my dad's car.
Patty: Don't worry! Sit down! Do you like cheese?
Tommy: Yes, I do.
Patty: Here's a cheese sandwich.
Tommy: Thank you!
Patty: Do you like sausages?
Tommy: No, I don't.
Patty: Well, do you like chocolate cookies?
Tommy: Yes, I do.
Patty: Here's a chocolate cookie.
Tommy: Thank you for sharing.
Patty: I like sharing.



B Circle Yes or No.

- | | | |
|---|--------------------------------------|--------------------------|
| 1. Tommy's lunch box is in the classroom. | Yes | <input type="radio"/> No |
| 2. Tommy likes cheese. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 3. Tommy likes sausages. | Yes | <input type="radio"/> No |
| 4. There are banana cookies in Patty's lunch box. | Yes | <input type="radio"/> No |
| 5. Patty likes sharing. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

Do you like sausages? No, I don't.
Do you like cookies? Yes, I do.

C Ask and find out.

Do you like cheese sandwiches?



Yes, I do.

12

Unit 1 Fabulous Food

A Track 6 Listen and read.

Point at the picture and ask students to describe what they see. Tell students they will hear a conversation between a boy and a girl at school. Play the Track 6. Students listen and read the conversation. To check comprehension ask: *Where is Tommy's lunch box? Does Tommy like sausages? Does Patty like sharing?* Play the conversation again if necessary.

B Circle Yes or No.

Read the sentences along with students. Have them complete the activity. Ask volunteers to share their answers and check them with the class.


Cross-Check

Put students into groups of 3 or 4 and help them read the information in the box and discuss it. After a few minutes, nominate students and ask: *Ana, do you like cheese? Juan, do you like ice cream?* etc.

C Ask and find out.


Put students into groups of 3 or 4 and have them ask each other about the food they like and dislike. Monitor while they work. Encourage them to share their ideas with the rest of the class.


D Read the recipe for potato chips and number the pictures.


 **How To Make Potato Chips**


Warning: Don't make potato chips without an adult to help you!


1. Wash two potatoes.
2. Cut the potatoes into thin slices.
3. Put oil into a pan and heat it.
4. Fry the potatoes and add salt.
5. Eat your potato chips. They're delicious!



E  Think and discuss with a partner. Follow the example.
Do you like potato chips? Are they good or bad for you? Why?

F  Work in groups. Do you like hot dogs? Write the recipe.

 **How To Make Hot dogs**



Answers will vary.

Lesson 3

13


Vocabulary

cut	mayonnaise	salt
fry	mustard	wash
hotdogs	pan	
ketchup	put	


CLIL: Cooking

D Read the recipe for potato chips and number the pictures.

Ask students if they like cooking and who they cook with. Elicit some of their favorite recipes. Focus students' attention on the pictures in the text and ask them to identify the food. Elicit the ingredients to make potato chips. Read the introduction aloud and have some volunteers read the steps. Ask students to number the pictures in order. Check answers. Discuss on the importance of cooking with adults' supervision.

E  Think and discuss with a partner. Follow the example.

On the board write the questions: *Do you like potato chips? Are they good or bad for you? Why?* Divide students into pairs and have them use the questions in the books to talk about their food likes and dislikes. Monitor and help.

F  Work in groups. Do you like hot dogs? Write the recipe.

Read the instructions aloud with students. Then write on the board: *sausage, bread, ketchup, mustard, mayonnaise*. Tell students: *We use these ingredients to make hot dogs*. Put students into groups of 3 or 4. Remind them of the importance of respecting one another's opinion when working together as a team. Ask them to write the recipe for making hot dogs. Tell groups to share their recipes with the class.

G Listen and write the words. Then, draw the pictures.

1. *Answers will vary.* _____

2. *Answers will vary.* _____

3. *Answers will vary.* _____

4. *Answers will vary.* _____

H Listen and join in.

Charlie is a chief and chocolate champion chimp.



I Choose a food and circle the ingredients you like. Write about your food.

Food: *cake* / *cookie*

Ingredients: *banana* / *orange* / *apple*



Name of your food: *Answers will vary.* _____

Flavor: *Answers will vary.* _____

Why do you like it? *Because* *Answers will vary.* _____



Go to page 12 in your Workbook and write an entry in your blog.

G Listen and write the words. Then draw the pictures.

Read the instructions with the students. Check they understand what they have to do. Choose five words from the vocabulary. Dictate the words and then give them some time to make their drawings. Finally, ask them to share their pictures with their classmates.

H Listen and join in.

Tell students to describe the picture. Say: *Charlie is a chief and chocolate champion chimp.* Repeat the sentence stressing each word. Next, ask students to identify the repeated sound and to produce it and underline it. Then repeat each word and repeat the tongue twister. Have students repeat the sentence after you. Let them practice saying the phrase in pairs. Finally, ask them to say the sentence aloud on their own. Correct any pronunciation mistakes.


I Choose a food and circle the ingredients you like. Write about your food.

Read the instructions along with students. Make sure everyone understands them. Then, ask students to complete the activity. Monitor and help. Have students share their information with a partner. Then, ask some volunteers to share with the rest of the class.

Go to page 12 in your Workbook and write an entry in your blog.

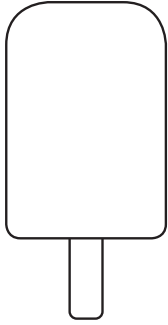
This activity is optional. It can be done for homework. Ask: *How are you responsible? What things are you responsible for?* Elicit answers from different students. Ask students to draw and write some sentences about the things they are responsible for. Have students share their drawings with their classmates.

PROJECT

 Work in groups.

You need:

- A piece of construction paper
- Colored pencils
- Sparkle
- Glue



- 1 Find out what this is.
- 2 Write the word in English.
- 3 Color the picture.
- 4 Do you like it? Is it good or bad for you? Why?



- 1 Find out what this is.
- 2 Write the word in English.
- 3 Color the picture.
- 4 Do you like it? Is it good or bad for you? Why?

- 5 Put your drawings in a portfolio. Keep them for your final project.

Lesson 3

15

PROJECT

Material:

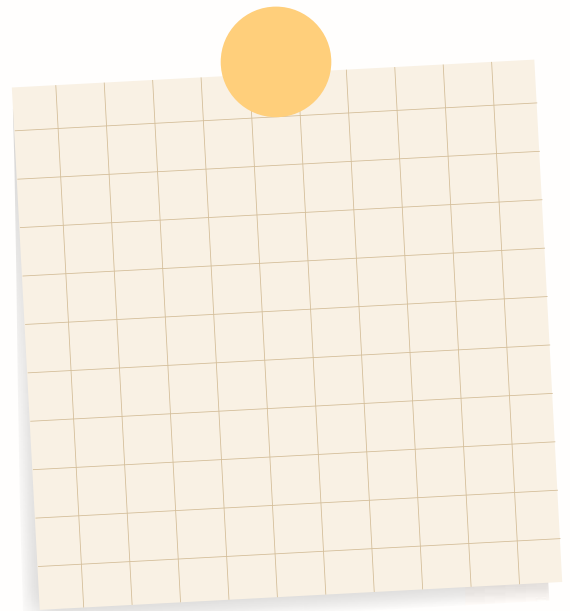
a sheet of construction paper per team, colored pencils, glitter, glue



Work in groups.

Read the instructions with the students and check comprehension. Distribute the materials. Elicit what a *popsicle* and a *watermelon* are. Have them write the word in English below each picture and color them.

Put students in groups of 3 or 4. Remind them of the importance of respecting one another's opinion when working together as a team. Ask them to discuss these questions: *Do you like these foods? Are they good or bad for you? Why?* Monitor and help. Then ask each team to draw a big popsicle and watermelon on their construction paper and to decorate it using the glitter and their colored pencils. When they finish, ask teams to show their creations to the rest of the class. Put them up on the walls of the classroom.



Lesson 4

Vocabulary

cornflakes jam treats
eggs toast yoghurt

A Moment to Ourselves

What can you do with the food you don't want?

Arrange students in groups of three or four, and ask them to talk about food they don't like. Ask them if there were similarities in their groups. On the board, list the food students mention and rank the least popular food in the classroom.

Getting Started

Put students into groups of 3 or 4. Ask students to discuss their food likes and dislikes. Students should keep asking until they find a food that no one in the group likes. Have a representative from each group write that food or dish on the board. See if there is a food or dish that the entire class dislikes.

Lesson 4

What can you do with the food you don't want?

A Track 7 Read and listen. Write the words under the pictures.

Mom: Bobby, Ellie, feed the baby, please.
Bobby: Does he like cornflakes?
Ellie: Yes, he does.
Bobby: Does he like eggs?
Ellie: No, he doesn't.
Bobby: Does he like toast?
Ellie: Yes, he does.
Bobby: Does he like yoghurt?
Ellie: Baby, don't do that!
Bobby: Oh! No, he doesn't!

Students rewrite the words under the pictures.



B Read and answer. Write Yes, he does or No, he doesn't.

- Does the baby like toast? Yes, he does.
- Does the baby like cornflakes? Yes, he does.
- Does the baby like yoghurt? No, he doesn't.
- Does the baby like eggs? No, he doesn't.

C Work in pairs. Ask and answer. Follow the example.

Does Rover like...?
Yes, he does. / No, he doesn't.



16

Unit 1 Fabulous Food

A Track 7 Read and listen. Write the words under the pictures.

Point at the picture and ask students to describe what they see. Tell them they will hear a conversation. Play the Track 7. Ask them to listen and read the conversation. To check comprehension ask: *Does the baby like toast? Does the baby like eggs?* Read the labels under the food and ask students to point at them and to repeat after you.

B Read and answer. Write Yes, he does or No, he doesn't.

Read the questions along with students. Have them complete the activity. Ask volunteers to share their answers and check them with the class. Ask them to give reasons for their answers.

C Work in pairs. Ask and answer. Follow the example.

Point to the pictures and say: *This is Rover.*

It is a (dog). What is Rover doing? Elicit and encourage children to communicate in English. Then divide students into pairs and have them

talk about what Rover likes and dislikes. Monitor while they work. Then ask volunteers to answer the following questions: *Does Rover like treats?*

Does Rover like toast? Finally, ask: Do you like Rover?

D Read and match the food pictures to the correct section.

Food You Need

Healthy kids need a balanced diet. Look at the food pyramid. Children that are between 8 and 11 years old need:

- 6 portions every day from Section 1
- 5 portions from Section 2
- 2 portions from Section 3
- 3 portions from Section 4
- 1½ portions from Section 5

Do you like the things in Section 6? Yes, of course you do! But don't eat more than one thing from this section a day! The food at the top of the pyramid isn't very good for you.

E Check (✓) or cross (✗) the statements. Correct the sentences in your notebook.

1. Eat three portions from the bread and cereal section every day. (✗)
2. Eat two portions of fruit every day. (✓)
3. Eat four portions from the milk and cheese section. (✗)
4. Eat four portions from the vegetable section every day. (✗)

F Work in groups of four. Talk about the topics below. Then, write three sentences about yourself.

The food you like.
The food you don't like.
The number of portions you eat a day.

1. _____ Answers will vary.
2. _____ Answers will vary.
3. _____ Answers will vary.

Lesson 4

17

Vocabulary

balanced	lollipop	tomato
diet	portions	
food pyramid	section	

CLIL: Health

D Read and match the food pictures to the correct section.

Direct students' attention to the pictures and encourage them to say what they see. Elicit what a food pyramid is and what it is for. Brainstorm the different food groups and other examples of food. Write their ideas on the board. Have some volunteers read the text aloud. Then ask students to write the numbers next to each food picture to show the food group they belong to. Ask some volunteers to share their answers with the class. Discuss with them if they follow the food pyramid recommendations.

E Check (✓) or cross (✗) the statements. Correct the sentences in your notebook.


Have a volunteer read the instructions. Ask another volunteer to explain what they have to do. Tell students to complete the activity individually. Then ask them to compare answers with a partner. Monitor and check.

F Work in groups of four. Talk about the topics below. Then, write three sentences about yourself.

Read the instructions along with the students. Put students into groups of four. Have them discuss their food likes and dislikes and the portions they should eat each day. Then ask them to write three sentences about themselves. Monitor and help. Ask some volunteers to share their sentences with the class.

G Listen and write the words.


1. *Answers will vary.*
2. *Answers will vary.*
3. *Answers will vary.*
4. *Answers will vary.*

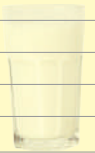
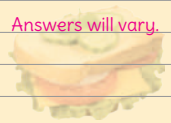

H  **Track 8** Listen and find all the words with the /th/ sound. Then, chant along.

The T-H Song

Let us sing the t-h song.
The t-h song won't take too long.
Let us sing the t-h song.
The t-h song won't take too long.
Health and healthy have t-h.
And so do this and that.
And don't forget these and those.

And thanks has the sound.
As everyone knows!
Let us sing the t-h song.
The t-h song won't take too long.
Let us sing the t-h song.
The t-h song won't take too long.

I  Work in groups of three. Write a healthy menu for a day. Use the food pyramid on page 17.

Breakfast	MENU Lunch	Dinner
	<i>Answers will vary.</i> 	


Go to page 15 in your Workbook and write an entry in your blog.

18


Unit 1 Fabulous Food

G Listen and write the words.

Choose four words from the text on page 17. Dictate the words and ask students to write them down. The first time, say the words at a normal speed. The second time, say them slowly. Invite volunteers to write the words on the board. Correct any spelling mistake.

H  **Track 8** Listen and find all the words with the /th/ sound. Then, chant along.

Write /th/ on the board. Ask students to repeat the sound and the word *health* after you. Make the sound and say a word with the sound in it (*health*). Play Track 08. Have them say the chant aloud. Correct any pronunciation mistakes. Play the audio again for students to listen and repeat. Invite volunteers to read the chant aloud to the class.

I  Work in groups of three. Write a healthy menu for a day. Use the food pyramid on page 17.

Read the instructions with students. Check comprehension. Divide students into groups of three. Ask students to complete the activity. Monitor and help. Have students share their menus with other groups. Ask groups to share their menus with the rest of the class. Ask: *Do you eat more or less the same?*

Go to page 15 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Students think of fruit, vegetables or food that they don't know how to say in English. Ask them to find the correct words in English. Ask students to draw a picture of it. Encourage students to share their drawings with their classmates.

PROJECT

Healthy and Unhealthy Food Poster

- 1 Make a poster of healthy and unhealthy food.
- 2 Work in groups.
- 3 Use the pictures from your portfolio.
- 4 Draw more pictures, and cut out more pictures from magazines.
- 5 Write sentences on your poster.
- 6 Present your poster to the class. Invite other students, teachers and parents.
- 7 Talk about healthy and unhealthy food.
- 8 Talk about the food your group likes and doesn't like.



Lesson 4

19

PROJECT

Material:

pencils, colored pencils, glue, magazines, scissors, a piece of construction paper, glitter, portfolio, etc.

Write on the board *healthy / unhealthy* food. Invite volunteers to write words under the correct heading on the board. Read the instruction and distribute materials.

- 4 Draw more pictures, and cut out more pictures from magazines.

Have them draw more pictures or cut out and paste pictures from magazines in their posters.

- 1 Make a poster of healthy and unhealthy food.

Tell students that they will make a poster of healthy and unhealthy food.

- 2 Work in groups.

Put students in groups of 3 or 4. Assign specific roles to each member of the group additional to what they all have to do. For example, the recorder (writes down ideas and plans), the taskmaster (keeps the group on the task), the materials monitor (picks up and returns materials, the quiet captain (monitors noise level). Remind them of the importance of respecting each one's roles and opinions.

- 3 Use the pictures from your portfolio.

Have students classify their pictures from their portfolio in healthy and unhealthy food.

- 5 Write sentences on your poster.

Tell them to write sentences in their posters. Monitor and correct any grammar or spelling mistakes.

- 6 Present your poster to the class. Invite other students, teachers and parents.

Have students present their poster to the class. Ask students to pay attention to choose their favorite poster.

- 7 Talk about healthy and unhealthy food.

Discuss about healthy and unhealthy food as a class. Have students make a list of both types of food and say which ones they prefer and why.

- 8 Talk about the food your group likes and doesn't like.

Discuss about the food they like and don't like and ask them the reasons why.

Lesson 5

Vocabulary

bottom shelf orange juice top shelf
bowl refrigerator

A Moment to Ourselves

Where does food come from?

Arrange students in groups of three or four. On the board write: animal origin and ask groups to write as many food of animal origin as they can in just one minute. Ask groups to share their lists and check who has more correct food. On the board write: Plant origin, and repeat the procedure. Check which group with more correct answers.

Getting Started

On the board write the questions: *Do you eat fruits and vegetables? Which ones? What other things do you eat?* Write their answers on the board. Then ask: *Are apples good or bad?* Write it on the board next to the food. *Are potato chips good or bad? Do we eat a lot of potato chips or a few?* Write their answers on the board next to the food.

Lesson 5

Where does food come from?


A  **Track 9** Listen, read and point. Then, write the correct words.

Daniel: Where's the milk, Mom?
Mom: The milk is in the refrigerator.
It's on the top shelf.
Daniel: Oh yes! And the orange juice?
Mom: It's next to the milk.
Daniel: And the eggs, Mom?
Mom: The eggs are on the bottom shelf.
They're in the plastic box.
Daniel: And the butter?
Mom: It's on the bottom shelf.
Daniel: Oh yes! And the yoghurt, Mom?
Mom: The yogurt is on the bottom shelf, too. It's next to the butter.
Daniel: And the strawberries?
Mom: Daniel! They're in the bowl.
They're on the top shelf. And the cream's on the top shelf, too!

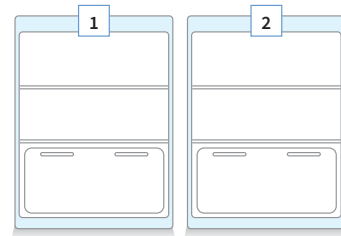


B Look at the picture. Say where the food is. Follow the example.

The food is in the refrigerator. The milk is...


C  **Say, listen and draw.**

1. Draw: milk, sausages, eggs, apple juice, ham, cheese in your refrigerator.
2. Listen to your partner, and draw his / her the contents on fridge 2. Are your pictures the same?



20

Unit 1 Fabulous Food

A  **Track 9** Listen, read and point. Then write the correct words.


Teach key vocabulary by pointing to the pictures. Say the words and ask students to point and repeat (*This is the refrigerator. This is the milk/ it is in the fridge. This is the yoghurt. It is on the bottom shelf. This is the butter. The butter is next to the yoghurt.*) Tell students they will hear a conversation between a boy and his mother. Play Track 9. Students listen and complete the conversation in their books. Play the conversation again as students fill in the blanks.

Cross-Check

Help students read the information in the box and discuss it. Use classroom items (erasers, pencils, markers, etc.) to exemplify *in*, *on* and *next to*. Point at those items in the classroom and ask students: *Where is the pen? Where is the eraser?* etc.

B Look at the picture. Say where the food is. Follow the example.

Read the instructions along with students. Have students look at the picture and ask: *Where is the...?* Elicit. Then ask the same question with each of the foods on the refrigerator.

C  **Say, listen and draw.**

Point at the refrigerators and have students draw the food in refrigerator number 1. Divide students into pairs. Have them say where they drew the food so that their partner can draw it in refrigerator number 2. Ask students to tell you if their pictures are the same and/or what is different.

D Read and circle the food that comes from cows.

Where Does Milk Come From?

Milk comes from cows.
The farmer milks his cows two times a day.
Milking a cow takes ten minutes.
In one day a cow produces 16 liters of milk. That is 80 glasses of milk every day!
Special refrigerator trucks take the milk to a milk factory.
In the factory, they pasteurize the milk, that is, they heat the milk and then they cool it. Now the milk is ready to drink.
Cream, cheese, butter and yoghurt all come from milk. Cows are very important animals.

Vocabulary

butter	factory	liters
cows	glasses	pasteurize
cream	heat	trucks

E Read and discuss.

1. Where do cows live?
2. Why do you think they pasteurize the milk?
3. What other animals give us cheese and cream?

F Write two interesting facts about cows. Tell the group.

1. _____ Answers will vary.

2. _____ Answers will vary.

CLIL: Science

D Read and circle the food that comes from cows.

Elicit what a cow is. Point to the pictures and encourage students to describe what they see. Ask students if they like *milk*, *butter*, *cheese*, *yoghurt* or *cream*. Read the text aloud with them. Ask students to circle the food that comes from cows. Invite volunteers to share their answer with the class.

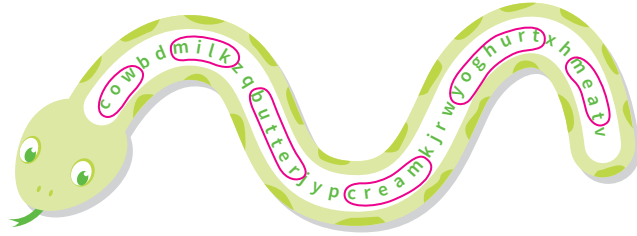
E Read and discuss.

Read the instructions and the questions aloud. Check comprehension. Divide the class in groups of three and have them discuss the questions. Monitor and help. Finally, have a class discussion by eliciting answers from the different groups.

F Write two interesting facts about cows. Tell the group.

Write on the board: *Cows are females. Bulls are males.* Read the examples aloud along with the students. Ask students to write two sentences about what they know about cows. Monitor while they work and help. Have students compare their sentences with a partner. Invite students to share their ideas with the rest of the class.

G Circle the words in the snake.



H  **Track 10** Listen and chant.

Yummy!
 You and yoghurt,
 and yellow and yes,
 start with a y.
 It's simple I guess,
 but y at the end,
 can sound like an ee,
 say happy and healthy,
 and strawberry and see!



I Write five sentences about the things that are in your fridge in Activity C.

1. _____ *Answers will vary.*
2. _____
3. _____
4. _____
5. _____

Go to page 18 in your Workbook and write an entry in your blog.

G Circle the words in the snake.

Read the instructions aloud. Elicit some words related to cows. Ask them to look for those words in the snake. Have them circle the words. Check.

H  **Track 10** Listen and chant.

Play the Track 10 for students to listen first. Then play it again and have them repeat it with you.

Beginners	Fast finishers
Play the audio and have students repeat the chant with you. Help them with pronunciation.	Divide the class into two large groups. Have one group memorize the first part of the chant (the sound at the beginning of a word). The other group memorizes the second part (the sound at the end on a word). Have them say the chant. Check pronunciation.

I Write five sentences about the things that are in your fridge in Activity C.

Read the instructions aloud. Check comprehension. Direct students' attention to exercise C on page 20. Elicit the foods there are in their fridges. Ask students to write sentences about the foods there are in their fridges in exercise C. Monitor while they work. Help with vocabulary or grammar. Invite volunteers to read their sentences to the class.

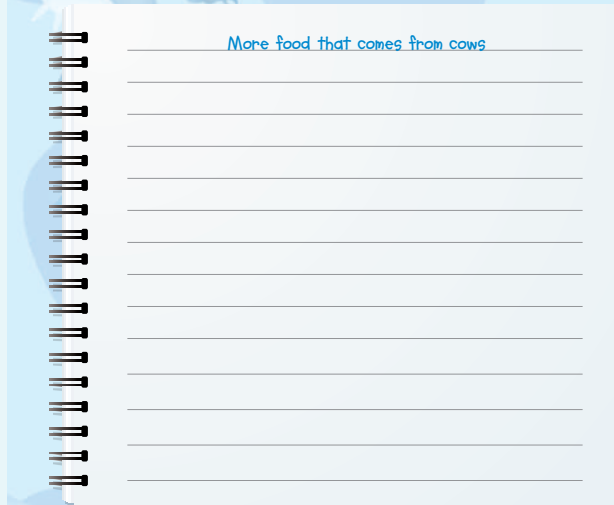
Go to page 18 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Ask: *What products come from cows?* Elicit answers from different students. Tell students to draw products that come from cows and write about them. Write an example on the board: *I like milk but I don't like butter.*

PROJECT

What Other Food Comes from Cows?

- 1 Draw a big cow on a big piece of paper.
- 2 Draw pictures of food that comes from cows. Cut the pictures out. You can also cut out pictures from a magazine.
- 3 Find out about one more food that comes from a cow. Draw or find a picture, and cut it out. Write below all the food that you found out.
- 4 Put your pictures in your portfolio for your project.



More food that comes from cows

Lesson 5

23

PROJECT

Material:

pencils, colored pencils, construction paper, magazines, scissors and glue

- 1 Draw a big cow on a piece of paper.

Have each student draw a big cow on a piece of construction paper.

- 2 Draw pictures of food that comes from cows. Cut the pictures out. You can also cut out pictures from a magazine.

Have students draw different foods that come from cows and cut them out. You can also provide some magazines so students can cut out food that comes from cows.

- 3 Find out about one more food that comes from a cow. Draw or find a picture, and cut it out. Write below all the food that you found out.

Have students draw or cut out another food that comes from a cow that hasn't been mentioned yet (meat).

- 4 Put your pictures in your portfolio for your project.

Ask students to keep their pictures in their portfolio.

Lesson 6

Vocabulary

between pasta tuna fish
 cake rice under

A Moment to Ourselves

Why do some people prefer bad food?


On the board draw a burger and a broccoli. Ask students to say adjectives to describe the food, you can list some on the board to help them: healthy, unhealthy, delicious, disgusting, cheap, expensive, salty, sweet, etc. Ask them to answer the question in this section.

Getting Started


Divide the class into four groups and have them move into each corner of the classroom. Give each of the groups a fruit name such as *apples*, *bananas*, *oranges* and *strawberries*. Call two of the fruit names and those groups have to run and switch places. The groups keep the same name throughout the game. When you call *Fruit Basket* all the children run and sit in the center of the area. Remind students that they can't scream, nor push or hurt others.

Lesson 6


Why do some people prefer bad food?


A  **Track 11** Listen, read and point. Match the words to the pictures.

Lady: Excuse me. Where are the cookies?
Employee: They're between the cakes and the bread.
Lady: And the rice?
Employee: It's next to the pasta.
Lady: And the tuna fish?
Employee: The tuna fish? It's between the sardines and ketchup.
Lady: And the mayonnaise?
Employee: Oh! It's on the shelf under the ketchup.
Lady: Oh! Thank you!
Employee: You're welcome!




B Look at the picture. Say where the things are.

C  **Play Tic Tac Toe.**
 Make a sentence. Win a square.



24 **Unit 1 Fabulous Food**

A  **Track 11** Listen, read and point. Match the words to the pictures.

Present key vocabulary by pointing to the objects in the picture saying the words. Then repeat the words and ask students to repeat them. Tell students they are going to listen to a conversation between a woman and a man. Elicit where they think the speakers are and what they are talking about. Play the Track 11. Confirm students' predictions. Then ask them to identify in the text the words that are represented in the picture. Tell them to circle them and match them to the things in the picture.

Cross-Check

Read the information in the box. Use classroom items (erasers, pencils, markers, etc.) to exemplify the prepositions *between* and *under*. Then ask questions about their location. Encourage them to move things around and ask the same questions.

B Look at the picture. Say where the things are.

Read the instructions aloud. Ask questions about the location of the different food and elicit answers. Remind them of the use of *between* and *under*.

C  **Play Tic Tac Toe.**

Draw a *tic tac toe* grid on the board and elicit the mechanics of the game (three horizontal squares, three vertical squares, three diagonal squares). Divide the class into pairs. Tell them that they have to make sentences using the words in the squares to win them. Monitor and help.

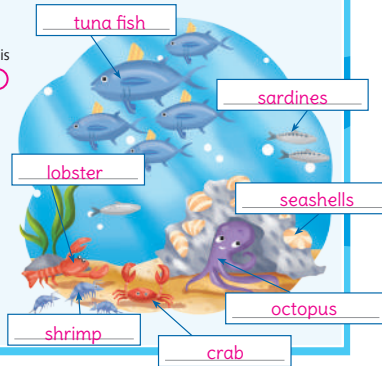
D Read and label the pictures.

Seafood

What food is in the ocean? Let's see.

There are a lot of fish in the ocean. Fish is very good for you. Fish is rich in protein and minerals. We eat tuna fish and sardines, and many other types of fish.



We eat octopus, too. Look! There's an octopus under that rock. An octopus is not a fish. It's a mollusk. Seashells are mollusks, too. There are seashells on the rock. People eat the small animal in the shell. Crabs and lobsters are crustaceans. Shrimp are crustaceans, too. They all live at the bottom of the ocean, and they are all good to eat.



E Circle the words that sound similar in your language. How many can you find? **6**

F Check (✓) or cross (X) the seafood you like. Ask a friend. Follow the example. Write a report.

I like fish. My friend doesn't like fish, but he likes octopus.

	Seafood	You	Friend
	fish	Answers will vary.	
	octopus	Answers will vary.	
	lobster	Answers will vary.	

Lesson 6

25

Vocabulary

bottom	minerals	seafood
crabs	mollusks	seashells
crustaceans	ocean	shrimp
fish	octopus	tuna
lobsters	protein	

CLIL:

Science

D Read and label the pictures.

Ask students to read the title and look at the pictures to say what they think the text is going to be about. Write their ideas on the board. Read the text aloud along with the students. Ask some comprehension questions about the information. Finally, have students write the names of the things in the pictures. Ask volunteers for their answers.

E Circle the words that sound similar in your language. How many can you find?

Direct students' attention to the text in exercise D. Ask them: *What words sound similar in your language?* Ask them to circle the words that sound similar. Have students complete the activity individually. Ask them to compare their answers with a partner. Check answers as a class.

F Check (✓) or cross (X) the seafood you like. Ask a friend. Follow the example. Write a report.

Read the instructions and check comprehension. Read the example. Ask students to complete the activity individually. Put students into pairs and have them ask their partner for their answers. Then ask students to write a sentence like the one in the example. Have some volunteers share their sentences. Correct any mistakes.

G Find the sea words.

L	O	B	S	T	E	R	A	B	C	D	E	J
E	F	S	A	R	D	I	N	E	S	G	W	O
S	E	A	S	H	E	L	L	S	T	U	F	G
S	H	H	O	O	C	T	O	P	U	S	T	X
P	Q	R	C	R	A	B	C	D	E	F	Y	Z

H Track 12 Listen and join in.

She sells seashells on the sea shore.

I Listen to the words. Match them to the correct beginning sound.

J Draw a picture of an ocean. Write about your picture using the words in the box.

on in under between next to

Answers will vary.

Go to page 21 in your Workbook and write an entry in your blog.

G Find the sea words.

Ask students to work individually to find the words. Students compare their answers with a classmate. Check.

H Track 12 Listen and join in.

Play Track 12. Elicit the sound that is repeated and have them practice it with some words (*she, shells, shore*). Have them listen to the tongue twister again to repeat it. Correct any pronunciation mistakes. Try to make it fun by asking them to say the tongue twister in different moods (*sad, angry, happy*).

I Listen to the words. Match them to the correct beginning sound.

Say the words in the list aloud and ask students to match them to the beginning sound. Model the activity with one word. Then say the rest of the words and have them do the matching. To check answers, say a word and have them say only the beginning sound of it.

J Draw a picture of an ocean. Write about your picture using the words in the box.

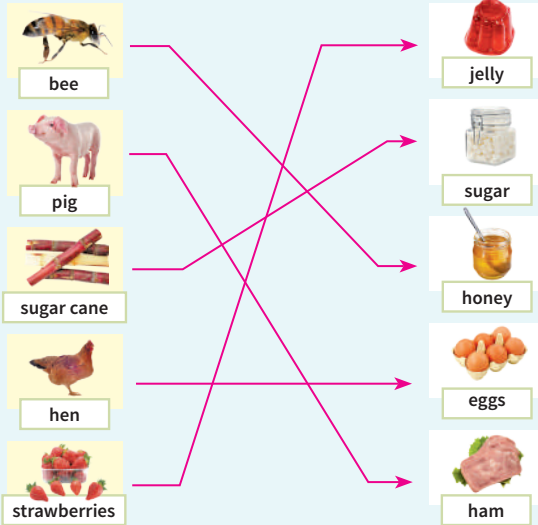
Have them complete the activity. Monitor and help. Have some volunteers share their drawings and sentences with the rest of the class.

Go to page 21 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Ask students to draw a picture of three friends showing things they found in the sea. Have them write their friend's names. Invite students to share their drawings with the class.

PROJECT

1 Match the pictures to the products.



2 Make cards.



3 Put your cards in your portfolio for your project.

Lesson 6

27

PROJECT

Material:

pencils, colored pencils, and sheets of paper

1 Match the pictures to the products.

Ask students: *Where does food come from? Where does milk come from?*
Read the instruction and have students complete the activity in groups of three. Monitor. Check answers as a class.

2 Make cards.

Focus students' attention on the picture and elicit what it is. Explain to them that they are going to make cards with drawings and names of the different foods they have learned so far.

3 Put your cards in your portfolio for your project.

Have students keep their cards in their portfolios.

NOTES : _____

A Moment to Ourselves

Do children in the world eat the same food?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Elicit some food children in Africa and Asia eat. Ask them day how the food we eat is different from theirs.

Getting Started

Divide the group into teams of four. Ask them to write the first ten letters of the alphabet on a piece of paper. Then write the word: *Food* on the board. They have to write one word related to food with each letter of the alphabet. Give them five minutes to complete the activity. Elicit some of their words and ask them to spell them.

Lesson 7

Do children in the world eat the same food?

A Track 13 Listen and write the correct word.

Girl: Let's make sandwiches.

Boy: OK. Where is the bread  ?

Girl: It's on the table

Boy: Where's the butter  ?

Girl: It's in the refrigerator.

Boy: Where's the ham  ?

Girl: It's in the refrigerator, too. It's on the top shelf.

Boy: Where are the tomatoes  ?

Girl: They're in a bag. They're next to the ham.

Boy: And the cheese  ?

Girl: It's under the bag of tomatoes.

Boy: OK. Let's make ham and cheese sandwiches!



Where is the bread?
Where are the tomatoes?

B Read the dialogue and act it out.

C Close your eyes. Your friends hide one or two objects (in, on, under, between or next to) something else. Guess where.

Where is the green lunchbox?

It's between the chair and the table!



A Track 13 Listen and write the correct word.

Ask children to describe the pictures. Ask them if they have ever prepared a sandwich. Elicit the ingredients needed for a sandwich and write them on the board. Play Track 13 and ask them to check if the ingredients listed on the board are the same as mentioned. Elicit answers. Play the conversation again and ask students to fill in the gaps as they listen. Remind them that the small pictures next to the blanks give them a clue and that they have some of the words on the board. To check answers, say the number of the item and have students say the word. Don't forget to check spelling.

Cross-Check

Put students in groups of 3 or 4. Read the information in the box with them and discuss it. On the board, write the words 'singular' and 'plural', and ask students to match the questions in the box with these two functions. After a few minutes, write some words on the board: *bread, tomatoes, strawberries, butter, eggs, milk*. Have students ask questions in their group using the words.

B Read the dialogue and act it out.

Divide the class into pairs. Ask them to practice the conversation from Activity A. Walk around the class and help with pronunciation.

C Close your eyes. Your friends hide one or two objects (in, on, under, between or next to) something else. Guess where.

Read the instructions aloud and check comprehension. Put students in groups of 3 or 4 and have them complete the activity. Monitor.

D Read. Then, number the words in the correct order. Look at the example.

5 bread 3 mill 6 bakery 1 wheat 2 harvest 4 flour

From Farm to Bakery

Do you like bread? Do you know the story of bread? Here it is.

1 

This is wheat. Bread comes from wheat.

2 

When wheat is golden yellow. It is ready. The farmer harvests it.

3 

Then, the wheat is on its way to the mill.

4 

The miller mills the wheat. Soon the wheat is flour.

5 

Next, the flour goes to a bakery. The baker makes bread with it.

6 

That is the story of bread.

E Read the text again. Circle the people who work in the bread industry.

F  Number the sentences and make drawings.

3 The baker bakes the cookies.			4 Customers buy cookies.
2 The baker makes the dough.			1 The baker gets the flour.

Lesson 7

29

Vocabulary

baker	store	wheat
farmer	harvest	
flour	miller	

CLIL: Social Studies

D Read. Then number the words in the correct order. Look at the example.

On the board write the questions: *Do you know how bread is made? Do you know the ingredients needed?* Elicit answers and help them with vocabulary. Then direct their attention to the pictures and encourage them to describe them. Have volunteers read the steps. Ask students to read the words below the instructions to find those words in the text and to write the number of the step they belong to. Ask some volunteers to share their answers to check with the class.

E Read the text again. Circle the people who work in the bread industry.

Write on the board: *farmer, miller, and baker*. Ask students: *Who harvests the wheat? Who mills the wheat? Who makes bread?* and point to each of the people on the board. Ask students to find those people in the text in exercise D and to circle the words in the text.

F  Number the sentences and make drawings.

Read the instructions aloud with students. Make sure everyone understands. Put students in groups of 3 or 4. Remind them of the importance of respecting one another's turns and their opinions. Have students talk about the process for making bread and to decide on the pictures they are going to use to represent them. Then ask them to draw the pictures and to number the steps. Monitor and help. Ask groups to stand up and share their pictures with the rest of the class. Encourage them to explain the process.

G Complete the words. Match them to the pictures.

b u t t e r
 h a m
 s a n d w i c h
 b r e a d
 c a n d y
 c h e e s e

H Listen and circle the sound you hear most. Read the sentence. Say 3 words that begin with that sound.

Give **B**obby **B**read and **B**utter for **B**reakfast.

I Look at the picture. Write questions. Then, exchange books and answer your friend's questions. Follow the example.



1. Where _____
 Answers will vary. _____?
2. Answers will vary. _____
 _____?
3. Answers will vary. _____
 _____?
4. Answers will vary. _____
 _____?

Go to page 24 in your Workbook and write an entry in your blog.

G Complete the words. Match them to the pictures.

Have students look at the pictures and say the words they represent.

Beginners	Fast finishers
Elicit the names of the words in the pictures and write them on the board. Ask students to answer the puzzle with the letters of each of the words represented in the pictures. Do the first word with them. Then have them draw a line to join the pictures to the words.	Ask students to complete the words as fast as they can and draw a line to join the pictures to the words. Have them raise their hands when they finish. Check.

H Listen and circle the sound you hear the most. Read the sentence. Say 3 words that begin with that sound.

Read the sentence aloud. Read the sentence again and have students repeat. Ask: *What sound do you hear the most?* Elicit.

I Look at the picture. Write questions. Then, exchange books and answer your friend's questions. Follow the example.

Read the instructions and check comprehension. Ask students to write questions individually. Monitor and help. Have students exchange books with a friend. Have them answer the questions. Then ask them to exchange books again. Monitor and check.

Go to page 24 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Ask students to write their own meal journal. Have them say which food time they like best.

PROJECT

What Food Comes from Farms?

- 1 Find examples of food in a magazine or newspaper.
- 2 Cut them out and paste them in the right place.
- 3 Circle the food you like.

Cereals	Fruit
Vegetables	Animal Products

Lesson 7

31

PROJECT

Material:

magazines, newspapers, glue and scissors

- 1 Find examples of food in a magazine or newspaper.

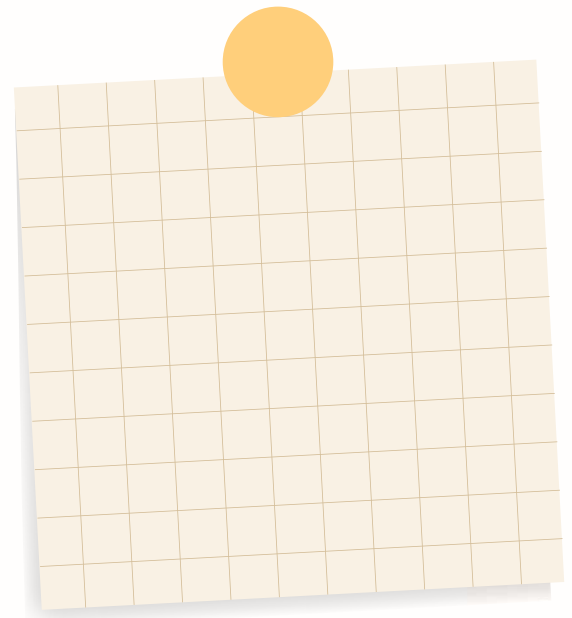
Tell students that they are going to use pictures to show examples of different types of food. Read the four categories and elicit some examples. Distribute the materials and have students find pictures of food for each of the categories.

- 2 Cut them out and paste them in the right place.

Have students cut and paste the pictures in the category they belong to. Monitor and help.

- 3 Circle the food you like.

Once they have finished categorizing food, ask them to circle the foods they like. Walk around the classroom and ask them why they like those foods. Ask them if those foods are good or bad for their health.



Lesson 8

Vocabulary

birthday house problems
chocolate bar lucky years old

A Moment to Ourselves

You are what you eat. Is this true?

Arrange students in groups of three. In their notebooks, ask students to write what they had for breakfast that day and share their answers with their groups. In their groups, ask students to say if they think they have a healthy breakfast and explain why. Allow some volunteers to share their ideas with the class.

Getting Started

Tell students that they are going to play a game with numbers. Review numbers from 1 to 30. Tell them that you are going to say a number and that they have to try to make the number with their bodies. Provide an example. Say some numbers and have them represent them.

Lesson 8

You are what you eat. Is this true?

A Track 14 Listen, read and join in.


Oh Numbers!

1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 - Hey!
We have to count some more today!
11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Wow! That's great! You sure know plenty!
21, 22, 23, 24, 25, 26, 27, 28, 29, 30 - Hey!
That's our number practice for today!

B Count aloud and solve the problems.



$$\begin{array}{|c|c|c|c|c|c|c|c|c|c|} \hline \text{Chocolate Bars} \\ \hline \end{array} + \begin{array}{|c|c|c|c|c|c|c|c|c|c|} \hline \text{Chocolate Bars} \\ \hline \end{array} = \underline{30} \text{ chocolate bars}$$



$$\begin{array}{|c|c|c|c|c|c|} \hline \text{Chocolate Bars} \\ \hline \end{array} + \begin{array}{|c|c|c|c|} \hline \text{Chocolate Bars} \\ \hline \end{array} = \underline{24} \text{ chocolate bars}$$

$$17 + 13 = \underline{30} \quad 29 - 8 = \underline{21} \quad 5 \times 5 = \underline{25}$$

C What numbers are important to you? Why? Tell your classmates.

My house is number 27.

My lucky number is 3. My birthday is March 3rd.

I like 26 best. My favorite uncle is 26 years old.



32

Unit 1 Fabulous Food

A Track 14 Listen, read and join in.

Tell students they are going to listen to a chant about numbers. Ask them to read the chant as they listen to it. Play Track 14. Students listen and read the chant. Play the chant again and ask them to say it too. Have some volunteers read the chant aloud. Correct any pronunciation mistakes.

B Count aloud and solve the problems.

Read the instructions and check comprehension. Have students complete the activity. Remind them to count in English. Ask some volunteers share their answers with the class.

C What numbers are important to you? Why? Tell your classmates.

Direct students' attention to the pictures and have some volunteers read the examples. Model the activity by saying:

My favorite number is 19. My birthday is June 19th. Ana, do you have a favorite number? Elicit. Put students in groups of three or four and have them share important numbers. Monitor and help.


- D** Look at the picture. What do you think the website is about? Read and write a title for the article.

Answers will vary.

Where does chocolate come from?
No, not from the supermarket! It comes from cocoa trees. That's a cocoa tree in the first picture. Cocoa trees grow in hot countries like Mexico or Venezuela.

Where are the cocoa beans? They are in large orange fruits on the tree. When the cocoa beans are ready, farmers harvest them. They sell the cocoa beans to factories.

In the factories, they make cocoa powder from the beans. This cocoa powder is not sweet. Next, they add sugar and milk to make milk chocolate. Milk chocolate bars are the most popular candy in stores today.



- E** Read the questions and discuss your answers with a partner. Write them down.

1. What is the article about? Chocolate.
2. Can cocoa trees grow in Canada and Iceland? No, they can't.
Why? Because they grow in hot countries.
3. What do you eat that comes from cocoa? Milk chocolate bars.

- F** Count and say.

1. How many chocolate bars do you eat in a month?
2. Get into groups of four. How many chocolate bars does your group eat in a month?
3. How many chocolate bars does your class eat in a month?

Lesson 8

33

Vocabulary

cocoa beans	factories	harvest
cocoa powder	farmer	supermarket
cocoa tree	fruits	

CLIL: Social Studies

- D** Look at the picture. What do you think the website is about? Read and write a title for the article.

Direct students' attention to the pictures and encourage them to say what they see. On the board, write the question: *What do you think this website is about?* Elicit. Read the text aloud along with the students. Ask: *Do you like chocolate?* Then ask students to write a title for the article. Ask some volunteers to share their titles with the rest of the class.

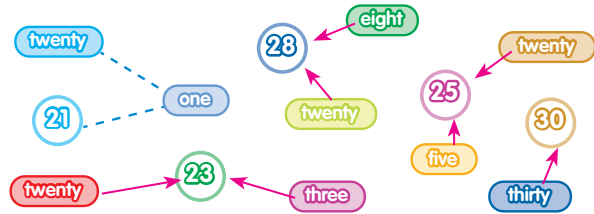
- E** Read the questions and discuss your answers with a partner. Write them down.

Put students into pairs. Read the questions with the children and check comprehension. Have them complete the activity. Ask some volunteers for their answers and check with the class.

- F** Count and say.

Read the instructions along with the students. Have students answer the first question individually. Put students in groups of four. Have them discuss the amount of chocolate bars each member of the group eats in a month. Then, start a class discussion to count how many chocolate bars the class eats in a month.

G Match the words and the numbers.



H Listen to the words and check the correct sound.

	/t/	/th/
twenty	✓	
three		✓
tree	✓	
two	✓	
thank you		✓

Think of two more words.

/t/ Answers will vary.

/th/ Answers will vary.

I Write a story.

Think of the following questions to write your story. Why do you like chocolate? What kind of chocolate do you like? Do you remember the first time you had chocolate? How do you like chocolate, in milk, in a candy bar? Write your favorite combination with chocolate.

Me and Chocolate

Answers will vary.

Go to page 27 in your Workbook and write an entry in your blog.

G Match the words and the numbers.

Read the instructions along with students. Direct their attention to the example. Have them complete the activity. Then have volunteers share their answers and check with the class.

H Listen to the words and check the correct sound.

Write /t/ and /th/ on the board. Say each sound and provide one example word for each. Then say each word in the list aloud emphasizing the /t/ and /th/ sounds. First, slowly; then at normal speed; finally, say the word again and have students repeat it. Have them check the correct sound. Ask them to find in their books two more words with the two different sounds and write them down. Have volunteers share their answers and check with the class. Correct any mistakes.

I Write a story.

Read the instructions and the text with students. Make sure everyone understands them. Then ask students to complete the activity individually. Monitor and help. Have students share their story with a partner. Ask some volunteers to share their stories with the rest of the class.

Go to page 27 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Tell students to think about some food they have at home and make a list. Have them ask a family member for help to fill in the tables. Invite students to share their information with a partner.

PROJECT

Make a *Where Does Food Come From?* Big Book

- 1 You need two sheets of colored construction paper and yarn.
- 2 Fold the paper in two, like this.
- 3 Use the yarn to make a book.



- 4 On the front right, write the title:
Where Does Food Come From?



- 5 Use the things in your portfolio to make your book.
- 6 Remember a lot of foods come from farms.
- 7 Use magazine pictures, pictures cut from food packages, etc., to illustrate your book.
- 8 Write sentences about where food comes from based on your pictures.
- 9 Add your favorite food, like chocolate. Research other foods.
- 10 Show your Big Book to the class.

Lesson 8

35

PROJECT

Material:

pencils, colored pencils, glue, yarn, plastic needles, magazines, scissors, colored construction paper, portfolio, etc.

- 1 You need two sheets of colored construction paper and yarn.

Elicit some of the processes for making food seen in the last lessons. Distribute the materials.

- 2 Fold the paper in two, like this.

Ask students to take a sheet of colored construction paper and to fold it in half.

- 3 Use the yarn to make a book.

Demonstrate how they are going to sew their books. Ask them to sew their books. Monitor.

- 4 On the front right, write the title: *Where does food come from?*

Ask students to write the title as required.

- 5 Use the things in your portfolio to make your book.

Ask them to paste the things they've kept in their portfolios in the last sessions.

- 6 Remember a lot of foods come from farms.

Elicit where food usually comes from and write their ideas on the board.

- 7 Use magazine pictures, pictures cut from food packages, etc. to illustrate your book.

Ask them to cut out and paste other foods from magazines or food packages to illustrate their book.

- 8 Write sentences about where food comes from based on your pictures.

Ask them to write their sentences.

- 8 Add your favorite food, like chocolate. Research other foods.

Have them add their favorite food to their book.

- 10 Show your Big Book to the class.

Have the students show their big book to the class.

Review 1

A Find and circle eight food words in the puzzle.

Q	O	R	A	N	G	E
H	A	M	C	A	K	E
A	T	O	A	S	T	W
P	F	X	M	I	L	K
P	E	G	G	S	X	Y
L	W	Z	V	J	Q	J
E	C	A	R	R	O	T

B Circle the correct option.

1. I don't / doesn't like steak.
2. She like / likes pineapple.
3. He don't / doesn't like broccoli.
4. Do / Does you like potato chips?
5. Do / Does he like orange soda?


C Complete the conversation.

___ Do ___ you like cheese? Yes, I ___ do ! And I ___ like ham, too.

___ Does ___ your sister like ham? No, she ___ doesn't .
She ___ doesn't like ham at all!

Does she ___ like ___ eggs? ___ yes , she does.

OK, a ham and cheese sandwich for you, and an ___ egg sandwich for her!



A Find and circle eight food words in the puzzle.

Read the instructions with the students. Tell students they have to find and circle eight food words. Monitor and help. Elicit the words from students.

B Circle the correct option.

Read the instructions with students. Ask: *What word is correct?* Tell students they have to read the sentences and circle the correct word. Monitor and help. Elicit the sentences from students. Check answers as a class.

C Complete the conversation.

Read the instructions with students. Ask them to read the incomplete conversation in silence. Ask them to write the words to complete it. Monitor and help. Put students into pairs to compare their conversations. Invite volunteers to share their answers.

D Write the words.



E Complete the conversation.

Mae: Where is the pasta?

You: It's in the cupboard next to the cereal.

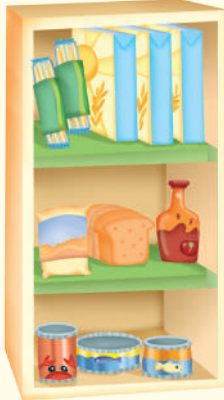
Mae: And where are the sardines?

You: On the bottom shelf. They're between the tuna fish and the crab.

Mae: Oh! yes. Here they are. Where is the ketchup?

You: It's next to the bread.

Mae: Ah! Got it! Thanks!



F Read and draw.

The tomatoes are in a basket. The basket is on the table. There are strawberries on the table, too. They are in a bowl next to the basket. And, where's the cream? It's on the strawberries!



Review 1

37

D Write the words.

Read the instructions. Focus students' attention on the pictures. Tell them to write the names of the food in the pictures. Monitor and help. Invite volunteers to come to the board and write the words. Check.

E Complete the conversation.

Read the instructions. Ask them to read the incomplete conversation in silence. Ask them to write the words to complete it. Ask students to look at the picture and to describe what they see. Direct their attention to the example and read it aloud. Ask students: *What words do we use to say where things are?* Elicit. Have students complete the activity. Put students into pairs to compare their conversations. Invite volunteers to share their answers.

F Read and draw.

Read the instructions. Tell students to read the text in silence and to draw the things mentioned in the text. Monitor and help. Invite some volunteers to share their drawings with the class. While they share their drawings, ask *Where are the tomatoes? Where are the strawberries?* etc.

Our Things

Vocabulary

chair	marbles	under
doll	skates	yo-yo
floor	sofa	

A Moment to Ourselves

What are your favorite possessions?

Arrange students in groups of three or four. Ask them to say what toys they have and if they have a favorite one. Allow some students to share their answers with the class.

Getting Started

Write on the board: *What makes you smile?* You can start by giving them an example: *My dog makes me smile. What makes you smile, Ana?* Put students in groups of 3 or 4. Have them talk about the things that make them happy in their groups. Monitor. After some minutes, ask some volunteers from each group to share what they discussed.

Lesson 1

UNIT 2

Our Things

What are your favorite possessions?

A Track 15 Read and listen. Match the toys to the kids.

Tina: Where's my doll?
Mrs. Lewis: Where's Tina's doll, Susan?
Susan: It's under the sofa, Mom.
David: Where are my skates?
Mrs. Lewis: Where are David's skates, Susan?
Susan: They're on the chair, Mom.
Ana: Where's my yo-yo?
Mrs. Lewis: Where's Ana's yo-yo, Susan?
Susan: It's on the table, Mom. And Ben's marbles are on the floor, under the table. Look!

Where's Tina's doll?
Ben's marbles are on the floor.

B Ask and answer. Follow the example.
*Where are David's skates?
They're on the chair.*

C Draw and describe.

1. Draw two of your favorite toys.
2. Exchange books. Tell your group about your drawings.

A Track 15 Read and listen. Match the toys to the kids.

Teach key vocabulary by pointing to pictures, saying the words and asking students to repeat them after you. Tell students they will hear a conversation. Play Track 15. Encourage them to point to the pictures as they listen. Play the conversation again as students match the toys to the kids they belong to.

Cross-Check

Review prepositions with the students. Write them on the board and elicit some examples using objects in the classroom. Read the information in the box and discuss it. Ask where the objects in the picture are. Write the questions and the answers on the board.

B Ask and answer. Follow the example.

Have students ask questions about the kids' belongings from activity A. Monitor and help.

C Draw and describe.

Read the instructions and check comprehension. Have students complete the exercise. Then put students into pairs and ask them to exchange their books and talk about their drawings. Monitor while they work. Invite some volunteers to share their drawings and talk about their toys.

D Read and circle the toys in the experiment.

Are Monkeys Very Different from You?

Today we are in the National Primate Research Center in Atlanta, Georgia. Scientists are conducting an experiment with monkeys and toys. There are 11 male rhesus monkeys and 23 female rhesus monkeys in the experiment. There are a lot of toys in the monkeys' enclosure. There are toy cars, trucks and airplanes. There are dolls and cups and plates or dolls. Very soon the boy monkeys start playing with the cars, the trucks, and the airplanes. The girl monkeys start playing with the dolls, the cups and the plates. It's very interesting for the scientists. Boy monkeys like "boy toys" and girl monkeys like "girl toys"!



E Answer the questions.

1. Which toys are traditionally boy toys?
_____ *Answers will vary.*
2. Which toys are traditionally girl toys?
_____ *Answers will vary.*
3. Are monkeys very different from human children?
_____ *Answers will vary.*

F Discuss and write. Follow the example.

1. Work in groups of six. Talk about your favorite toys.
My favorite toy is a train.
2. Write sentences about your group.

Pedro's favorite toy is a toy car.

Vocabulary

experiment	rhesus monkeys
primate	scientists
research	

CLIL:

Social Studies

D Read and circle the toys in the experiment.

Ask students to help you make a list of the toys girls and boys prefer. Make two columns on the board, one for the girls' toys and the other for the boys' toys. Then focus students' attention on the picture and ask them to say the name of the animal in it. Ask them questions related to monkeys, for example: *Where do monkeys live? What do monkeys eat? Where do monkeys play?* etc. Read the text aloud. Ask students to circle the toys mentioned in the text. Invite volunteers to share their answers with the class. Additionally, you can ask children some comprehension questions about the text.

E Answer the questions.

Read the questions and check comprehension. Put students into pairs to answer the question. Then ask some volunteers to share their answers. Check answers with the group.

F Discuss and write. Follow the example.

Put students into groups of 4 or 6. Tell students to discuss about their favorite toys and write one sentence about each member of the group. Before they start you can model an example with a volunteer: *Juan, what's your favorite toy?* After the volunteer shares his answer, write on the board: *Juan's favorite toy is a dinosaur.* Have them complete the activity. Monitor and help.

G Look at the pictures and complete the words.



1. s k a t e s



2. d o l l



3. c a r




4. m a r b l e s



5. t r u c k



6. a i r p l a n e

H  **Track 16** Listen and say. Then, circle the word that sounds different.


/ə/

cup **doll**
 truck under
 mother monkey
 brother

Go to page 30 in your Workbook and write an entry in your blog.

G Look at the pictures and complete the words.

Beginners	Fast finishers
Point to the pictures and elicit the words. Have them write the letters to complete the words.	Ask students to complete the words as fast as they can. Have them raise their hands when they finish. Check.

H  **Track 16** Listen and say. Then, circle the word that sounds different.

Write the sound /ə/ on the board. Make the sound and ask students to repeat it after you. Explain that they are going to hear some words with this sound. Play Track 16. Have them say the words several times. Correct any pronunciation mistakes. Then ask them to circle the word that sounds different. Check the answer with the class.

Go to page 30 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Students think of their toys and say where they keep them. Encourage them to draw that place or places. They can also take some pictures, print them out and paste them in their Workbooks. Tell students to write four sentences about where they keep some of their toys. Write an example on the board: *I keep my doll on a shelf.*

PROJECT

Make a Zigzag Book

- 1 You need a long strip of paper.
- 2 Fold it.
- 3 Write the title on the front.
- 4 Find out about the favorite toys of people in your group.

What's your favorite toy?
Is it big? What color is it?



My favorite toy is my truck.
It is big and it is red.



- 5 Draw a picture of one of the favorite toys in your group.
Write a sentence.



- 6 Go around the classroom. Show your zigzag book to people in your classroom.
- 7 Put your zigzag book in your portfolio to use later.

Lesson 1

41

PROJECT

Material:

long strips of paper, pencils, and
colored pencils

- 1 You need a long strip of paper.

Tell students that they are going to make a zigzag book about favorite toys. Give each a long strip of paper.

- 2 Fold it.

Ask students to fold their strips of paper. Demonstrate how they have to do it. Fold the strip of paper in four parts.

- 3 Write the title on the front.

Once their strips of paper are folded, ask them to write the title in the first square. Give them some time to think about their title and to write it down.

- 4 Find out the favorite toys of people in your group.

Put students into groups of 3. Read the instruction. Explain what they have to do. Have a pair of students read the sample dialog. Ask them to find out about their team members' favorite toys and to take notes in their notebooks.

- 5 Draw a picture of one of the favorite toys in your group. Write a sentence.

Ask students to use their notes to draw pictures of their team members' favorite toys. Tell them to use one square in their Zigzag books per friend. Encourage them to color the pictures.

- 6 Go around the classroom. Show your zigzag book to people in your classroom.

Have students share their zigzag books with the rest of the class.

- 7 Put your zigzag book in your portfolio to use later.

Have students store their books in their portfolios.

Vocabulary

art classroom	pictures
bulletin boards	paints
colorful	realistic
desks	that
farm animals	this
flowers	

A Moment to Ourselves

Do you like to share? Why?

Arrange students in groups of three or four. Ask them to say if they share their favorite toys with others. If not, ask them to explain why. Let some volunteers to share answers with the class.

Getting Started

Divide the class into two teams. Play *Hangman* on the board using words related to toys and things in the classroom. Write some words on small strips of paper. You can use the vocabulary related to toys and other common objects. Some possible words are: *toy, truck, airplane, doll, table, desk, door, student, teacher, skates, marbles, etc.*

Lesson 2

Do you like to share? Why?

A Track 17 Read and point.

This is the art classroom. That's the boys' table. That's the boys' clay. Look at the boys' farm animals! They're great! And Paul's chicken is really realistic!

This is the girls' table. These are the girls' paints. Look at the girl's pictures. And look at Sally's flowers. They're very colorful!



This is the girls' table.
That is the boys' table.

B Talk about the picture.

Those are the boys' farm animals.

These are the girls' paints.

This is my classroom.

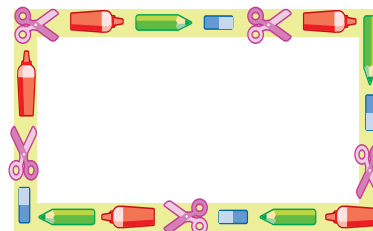
That is my chair.



C Look at the words in the box. Choose one and draw.

An imaginary classroom

- table - students
- desks - students
- whiteboard - teacher
- lunchbox - boy
- backpack - girl
- bulletin board - boys



A Track 17 Read, and point.

Teach key vocabulary by pointing to the pictures saying the words and asking students to repeat them after you. Tell students they will hear a short story. Play Track 17. Ask students to listen to the story and point to the things that are mentioned.

Cross-Check

Read the information in the box and ask them to go back to the conversation in exercise A to underline the sentences similar to the examples provided in this box. Talk about showing possession using this structure. Give them more examples using objects in the classroom. Write those sentences on the board.

B Talk about the picture.

Put students into pairs. Read the instructions and check for understanding. Ask some volunteers read the descriptions provided as examples. Have them talk about the things they can see in the picture from exercise A. Monitor and help.


C Look at the words in the box. Choose one and draw.

Read instructions along with students. Have students draw an imaginary classroom. Then have some volunteers share and talk about their drawings with the rest of the class.

D Read and think of a title for the article.

Answers will vary.

Good-bye whiteboards! Hello smart boards!
The smart board is the teacher's new hi-tech teaching tool. But, what is a smart board?
It's a computer and a whiteboard all in one. Smart boards are popular with children.
The teacher's lessons are more dynamic and more fun with a smart board. Words and pictures appear by magic. Write words! Move words! Correct words! Draw pictures. Color pictures! Zoom in! Underline! And that all happens with one touch of the teacher's finger on the computer keyboard.



E Read and circle Yes or No.

1. Whiteboards are new in the classroom. Yes No
2. Smart boards are computerized. Yes No
3. Children like smart boards in the classroom. Yes No
4. Smart boards are in black and white. Yes No

F In groups, talk about the hi-tech things you and your family have.

television tablet smartphone cellphone
karaoke machine electric keyboard digital watch

My Dad's digital watch is great.

I love my tablet. I like playing games on it.



Vocabulary

computer keyboard	magic
digital watch	underline
dynamic	smart board
electric keyboard	touch
finger	white board
hi-tech	write color
karaoke machine	zoom in

CLIL:

Technology

D Read and think of a title for the article.

Ask students to look at the picture and ask them what they see different in that classroom (the smart board). Elicit the differences between a white board and a smart board. If they don't know them, you can help them by explaining what a smart board is and let them think about the differences. Then read the text aloud. Ask students to think about possible titles for the article. Write their ideas on the board and have them vote on the best one. Ask them to write the winner title on their books. Additionally, you can ask children to say if they know about other technologies used in the classroom to make lessons more interesting and fun.

E Read and circle Yes or No.

Read the instructions and the sentences along with students. Make sure everyone understands. Have students complete the activity. Put students into pairs to share their answers. Then ask some volunteers for the answers and check with the class.


Beginners	Fast finishers
Have students work in pairs. Provide any needed help with vocabulary.	Students work individually and answer the questions.

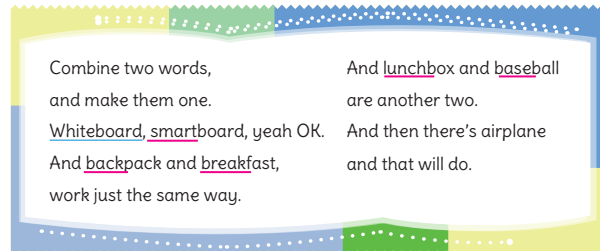
F In groups, talk about the hi-tech things you and your family have.

Read instructions and check comprehension. Put students in groups of 3 or 4. Have students discuss about the hi-tech gadgets their family has. You can write some questions they can use on the board, for example: *What do you have? Do you like it? What does it do?* Monitor and help.

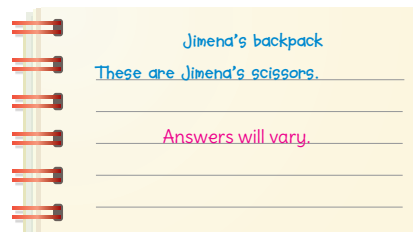
G Circle the words on the keyboard. How many words are there?



H  **Track 18** Look at the example. Listen and underline the other stressed syllables. Then, join in.




I What do you think is in Jimena's backpack? Write a list.



Go to page 33 in your Workbook and write an entry in your blog.

G Circle the words on the keyboard. How many words are there?

Have students look at the activity. Ask them to look for words that you've been talking about, related to school, toys and hi-tech. Have them circle the words. Elicit the answers.

H  **Track 18** Look at the example. Listen and underline the other stressed syllables. Then, join in.

Tell students that in Spanish we use an "accent" symbol to show a specific stress in words, but that in English we don't use it. However, specific syllables in words are stressed. Give them some examples. Then tell them that they are going to listen to a chant and they have to repeat it. Play Track 18 for students to listen. Then play it again for them to listen and repeat. Correct any pronunciation mistakes. Play it one more time for students to underline the stressed syllables. Finally, help them to say the chant and to place the stress on the correct syllables.

I What do you think is in Jimena's backpack? Write a list.

Read instructions and check comprehension. Have students complete the activity. Monitor and help with vocabulary or grammar. Put students into pairs to share their sentences. Invite volunteers to share their sentences to the class.

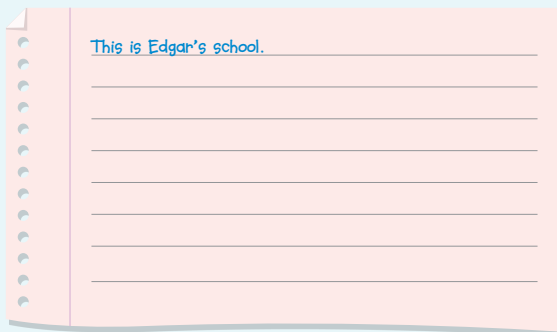
Go to page 33 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Tell students to interview family members about their favorite toys. Tell them to complete the chart with a sentence and drawing for each toy. Write an example on the board: *My brother's favorite toy is a car.*

PROJECT

Create a Group Possession Chain

- 1 Work in groups of six.
- 2 You all need a sheet of paper.
- 3 Divide it into six spaces.
- 4 Student one chooses a name. Then, draws a picture, and writes a sentence. For example: *This is Edgar's school.*
- 5 Pass the paper to the person on your left.
- 6 Read the story and write the next sentence.
- 7 Continue around the circle.
- 8 Read the stories aloud.
- 9 Put one of the stories in your portfolio to use later.



Lesson 2

45

PROJECT

Material:

sheets of paper, pencils, and colored pencils

- 4 Student one chooses a name. Then draws a picture, and writes a sentence. For example: **This is Edgar's school.**

Tell them not to draw very detailed pictures, because they are not going to have enough time to finish.

- 5 Pass the paper to the person on your left.

Read the instruction for this step and give a demonstration. Check understanding.

- 1 Work in groups of six.

Put students in groups of six. Give the instructions for this activity. Check understanding.

- 2 You all need a sheet of paper.

Give them the materials needed.

- 3 Divide it into six spaces.

Ask students to take the piece of paper and fold it into six parts. Demonstrate how to do it. Tell them that they have to work fast because they are going to have a time limit. Give each student 2 or 3 minutes to write their part. When their time is up they need to pass their paper to the next person. Go through the next instructions with them before they start the activity.

- 6 Read the story and write the next sentence.

Explain that the student who receives the paper has to continue the story.

- 7 Continue around the circle.

Tell them that the last student has to write the ending of the story.

- 8 Read the stories aloud.

When all the teams have finish with their stories have a student from of each team come to the front to read and show their story. Have students decide on the best story.

- 9 Put one of the stories in your portfolio to use later.

Have them store at least one of the stories in their portfolios for later use.

Lesson 3

Vocabulary

boots	generous	pirate
costume party	hat	share
dress	jacket	shoes
generosity	pants	

A Moment to Ourselves

How do you feel when you share?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Have some volunteers share their answers with the rest of the class. Explain that generosity is a very important thing and that when we are generous we feel good. Tell them that when we are generous with other people, we make them happy.

Getting Started

Divide the class into groups of 3 or 4. Explain that each person in the group is going to write a sentence describing the object. Tell them that when everybody has finished writing the sentences, they are going to take turns saying them. The rest of the class tries to guess the item by asking questions. Monitor students' interaction.

Lesson 3

How do you feel when you share?

A Read and answer.

It's Alan and Penny's costume party today. Julie has a princess costume. She has a pink dress, and a gold crown. She has silver shoes.

Julie's brother Freddy has a pirate costume. He has black pants, a blue jacket and a black pirate hat. He has long boots. Freddie doesn't have a pirate sword, but he loves his costume!

Nonetheless here's their cousin Simon. "Come to the party with us," says Julie. Simon doesn't have a costume, but Freddy has an old Spiderman costume.

Nevertheless, the Spiderman costume is too small for Simon. Oh no! "Don't worry," says Freddy. "Wear my pirate costume. The Spiderman costume doesn't have gloves, but it's OK for me."

"But you like your pirate costume so much!", says Julie.

"I know, but Simon doesn't have a costume!", says Freddy.

"That's really nice of you!" says Julie and Freddy's mom.

At the party: Julie is a princess

_____ Simon _____ is a pirate.

_____ Freddy _____ is Spiderman.



She has a pink dress.
He doesn't have a costume.



Freddy is very generous.
Generosity is good. Be generous.

B Talk about the children's costumes at the party. Follow the example.

Julie has...



In groups talk about the picture. Look at the example.

Alan has a blue jacket.

46

Unit 2 Our Things

A Read and answer.

Read the story for them. Ask them to follow your reading. Ask the questions in the exercise and have them answer them. Additionally, you can ask them more comprehension questions.

Cross-Check

Elicit the things the kids from the story in exercise A have and don't have. Write complete sentences on the board. Make sure you include *have* and *don't have*. Explain that another way to show possession is by using the verb *have*. Direct their attention to the form of the verb for affirmative and negative sentences. Elicit more examples and ask some volunteers to write the sentences on the board. Correct any spelling and grammar mistakes.

B Talk about the children's costumes at the party. Follow the example.

Put students into pairs to talk about the kids' costumes at the party from the story. Monitor and help.



In groups talk about the picture. Look at the example.

Put students in groups of 3 or 4. Have them describe the picture in exercise A. Monitor and help.

D Read and say where you can find this article.

Cool and Cute Footwear for Kids



Wheelies are roller shoes. They are like sneakers and roller skates combined. Each sneaker has one or two wheels on the bottom of the shoe.

Wheelies are cool and cute for kids, but be careful! You can have accidents on wheelies. Doctors say many children fall and suffer from dislocations and fractures.

Most of these accidents occur with kids wearing wheelies for the first time. Doctors recommend head, arm and leg protection for children using wheelies. Have fun, but be careful!



Vocabulary

accidents	head	sneakers
arm	fall	roller skates
bottom	fractures	skateboard
cute	leg	wheels
dislocation	protection	wheelies

E Match the sentences about a wheelie user.

1. Sally has some two wheels.
2. Each skate has new wheelies.
3. Sally's Mom is afraid helmet for her head.
4. Sally has a protective and leg protection.
5. She doesn't have arm of accidents.

F Design a skateboard. Give it a name. Write in your notebook a description of the new skateboard and matching safety equipment.



Lesson 3

47

CLIL: Technology

D Read and say where you can find this article.

Direct students' attention to the pictures and encourage them to say what they see. Ask students if they have ever had a pair of this type of shoes. If so, ask them if they liked them or not and why. Read the text aloud. Then start a small class discussion about where you can find this kind of article. Finally, ask them what they think these shoes can be useful for. If time allows, talk about equipment they need for protection.

E Match the sentences about a wheelie user.

Read instructions and check comprehension. Have students complete the activity. Monitor while they work. Then, form pairs and have students share their answers. Ask some volunteers to share their answers. Check with the class.

F Design a skateboard. Give it a name. Write in your notebook a description of the new skateboard and matching safety equipment.

Read the instructions aloud with students. Make sure everyone understands. Have students design their skateboard. Have students write some sentences in their notebooks to describe it. Tell students they also have to write about the safety equipment. Put students into pairs to share their drawings and sentences. Ask some volunteers to share their drawings and their sentences with the rest of the class.

G Choose six words from *Cool and Cute Footwear for Kids* and write them in the lines below.

1. Answers will vary. _____
2. Answers will vary. _____
3. Answers will vary. _____
4. Answers will vary. _____
5. Answers will vary. _____
6. Answers will vary. _____

Can your partner spell the words?

6 right = Excellent ☆☆☆☆☆☆

5 right = Good ☆☆☆☆

3 or under = Learn the words and try again! ☆☆☆

H Listen to these words and repeat each of them. What do they have in common? They have in common the /e/ sound.

Freddy brother pretty
princess great tree

I Put a check or cross for you. Write the color of the things you have.

	I have ✓	I don't have ✗	Color
sneakers			
boots	✓		Blue
jacket		Answers will vary.	
gloves			
skates			
wheelies			

Exchange books and write in your notebook two sentences about your friend's possessions.

Go to page 36 in your Workbook and write an entry in your blog.

48

Unit 2 Our Things

G Choose six words from *Cool and Cute Footwear for Kids* and write them in the lines below.

Read the instructions and check comprehension. Have students look and choose six words from the reading in exercise D and write them down. Put students into pairs and have them dictate their chosen words to each other. When they are done, tell them to check their spelling. Monitor and help.

H Listen to these words and repeat each of them. What do they have in common?

Explain to students that they will hear some words. Say the words aloud. Ask students to repeat after you. Repeat them if needed. Then ask: *What do the words have in common?* Say the words aloud again and, as a group, discuss what the words have in common (*The sound /r/*). Correct any pronunciation mistakes.

I Put a check or cross for you. Write the color of the things you have.

Read the instructions and check comprehension. Ask students to complete the table with their information. Monitor and help. Have students share their tables with a partner. Ask them to exchange books and write two sentences about their partner in their notebooks. Then ask some volunteers to share their charts and sentences with the rest of the class.

Go to page 36 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Encourage students to think about their Dream Party. Tell them to think of the theme, the decorations, the costumes and the food. Ask students to draw and write labels and captions to explain their picture. Then, have students work with a classmate to talk about their dream parties. Finally, ask them to draw what they think their partner's party will be like.

PROJECT

Make a Closet to Put Your Clothes In

- 1 Make a paper closet. Draw handles on the closet doors.
- 2 Open the closet doors and draw shelves and a rail.
- 3 Draw clothes and shoes in your closet. Color the clothes.
- 4 Exchange your closet with your partner. Tell the class about your partner's clothes.
- 5 Put your closet away in your portfolio for next class.

Pedro has a red sweater.

Lesson 3

49

PROJECT

Material:

construction paper or sheets of paper, colored pencils, and pencils

Vocabulary

closet	shelf	rail
drawer	shelves	handle

1 Make a paper closet. Draw handles on the closet doors.

Elicit students' favorite clothing. Write their ideas on the board. Then tell them that they are going to make a closet where they can put all of their favorite clothes in. Elicit the parts of a closet and write them on the board (*doors, handles, drawers, shelves, rail*). Explain that you are going to give them the instructions step by step.

Give them the construction paper or the sheets of paper and ask them to decide on the size of their closet. Have them make the doors and the inside of the closet by folding the paper in half. Then, unfold it. Take one side and fold it so it meets the line left from the first time you folded the paper. Repeat the step on the other side. Ask them to draw the doors.

2 Open the closet doors and draw shelves and a rail.

Have them open the closet and draw the drawers, shelves, and the rail.

3 Draw clothes and shoes in your closet. Color the clothes.

Ask them to draw their favorite clothes in the different parts of the closet. Tell them to use their favorite colors to color the clothes.

4 Exchange your closet with your partner. Tell the class about your partner's clothes.

Put students into pairs and have them share their closets. Encourage them to describe their closets and the clothes inside. Monitor and help.

5 Put your closet away in your portfolio for next class.

Ask students to put their closets in their portfolios.

Lesson 4

Vocabulary

bedroom drapes mat television
 blind bookshelf posters
 closet books quilt

A Moment to Ourselves

How do you feel when you don't share?

On the board write the word 'generous', and ask students to brainstorm ideas to describe what a generous person is like. List their ideas on the board. Ask students if they consider themselves as generous people. Ask them to give examples. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Ask them why they think they feel sad when their friends don't want to share things with them. Remind students about the importance of being generous.

Getting Started

Ask students to make a list of 5 words they have seen in this unit so far. Then tell them to scramble the words and write them on small pieces of paper. Collect the pieces of paper and distribute them to other students in the classroom. Ask students to unscramble the words. When they finish, elicit the words they unscramble and ask them to explain what they are.

A Track 19 Listen, read and point.

Point at the picture and ask students to describe what they see. Tell students they are going to listen to a conversation. Play Track 19. Ask students to listen and read the conversation. Ask some comprehension questions.

Cross-Check

Have a volunteer read the information in the box. Ask students to identify sentences like the ones in the conversation in exercise A. Review the information seen in the previous class about showing possession using the verb *have*. Ask students to underline more examples of verb 'have' in the text. List their answers on the board.

Lesson 4

How do you feel when you don't share?

A Track 19 Listen, read and point.

Joe: What's your bedroom like, Magda?

Magda: It's great. I have pink walls. I have a bed with a princess quilt on it. And I have princess drapes, too. I have a desk and a big book shelf because I love books. I don't have a television in my bedroom because mom says no. What's your bedroom like, Joe?

Joe: It's cool. I have blue walls. I have a lot of superhero posters. I have a Spiderman quilt on my bed. I don't have drapes. I have blinds. I have a desk in my bedroom, but I don't have a bookshelf. I have a television, and I have a big closet.



B Talk about the bedrooms. Follow the example.

Magda has a pink mat.
 Magda doesn't have posters.

I have a desk.
 I don't have drapes.

C What objects do you have in your bedroom? Use the words in the box to complete the table with your own information.

drapes lamp
 blinds books
 closet posters
 quilt toys
 desk TV
 bookshelf

In my bedroom	
I have...	I don't have...
Answers will vary.	

50

Unit 2 Our Things

B Talk about the bedrooms. Follow the example.

Put students into pairs. Have students talk about the things Magda and Joe have in their bedrooms. Monitor and help.

C What objects do you have in your bedroom? Use the words in the box to complete the table with your own information.

Read the instructions and check comprehension. Read the words and clarify their meanings. Ask students to think about their bedrooms to complete the table.

D Read and say if you like the idea or not.

Make a Jungle in Your Bedroom

Start with the walls. Use poster paint and create hand print trees on your walls.

Cut out flowers from glossy colored paper. Glue them on the walls, too.

Buy jungle animal posters and cut out the animals. Arrange them under the trees. Most chain stores have wonderful animal quilts. Persuade your mom and dad to buy you one for your birthday.

You probably have a bookshelf in your bedroom. Make construction clay animals and arrange them on the shelf.



E Write some of the materials you need to create this jungle bedroom.

F Use some words from the article *Make a Jungle in Your Bedroom* to complete Felipe's description of his bedroom.

I have a jungle in my bedroom.

I have hand-print trees on the wall.



I have paper flowers and animal posters on the walls, too.



I have an animal quilt on my bed.



I like my jungle bedroom!

Lesson 4

51

Vocabulary

chain stores	glue	persuade
clay	hand print	walls
glossy	paint	

CLIL:

Art

D Read and say if you like the idea or not.

Read the title of the text and ask students to look at the picture. Ask: *what do you think the girl is thinking about? What is she going to do?* Have some volunteers read the text aloud. Start a small class discussion about if they like the idea or not and if they would like to do it.

E Write some of the material you need to create this jungle bedroom.

Read the instructions and check comprehension. Explain that they are going to look for the material needed in the text they have read. Have them make their lists. Ask some volunteers for their answers and check with the class.

F Use some words from the article *Make a Jungle in Your Bedroom* to complete Felipe's description of his bedroom.

Read the instructions and check comprehension. Elicit the names for the pictures in the text. Then ask them to complete the text individually. Remind them that they can go back to the text in exercise D to look for the words needed. Monitor and help. Put students into pairs to share their descriptions. Ask some volunteers to share their descriptions and check with the class.

G Listen and write the words.






1. wall
2. bookshelf
3. quilt
4. poster
5. bed
6. closet



H  **Track 20** Listen and circle the /qu/ sounds. Then, listen again and say.

Here's a question, a question for you.
Whose quaint quilt is that quaint quilt?
Here's the answer, the answer for you.
The quaint quilt in the question is the queen's quaint quilt.

I Write a letter describing your bedroom to your grandparents. Then, read your letter to the class. Follow the example.


 Dear Granny and Grandpa,
 In my bedroom there is a ...
 _____
 _____
 _____

Answers will vary.

Go to page 39 in your Workbook and write an entry in your blog.

G Listen and write the words.

Tell students you are going to dictate some words and they have to write them down. Choose six difficult words seen in this unit. Dictate each word and repeat it three times. Put students into pairs to compare their spelling. Ask some volunteers to write the words on the board and check spelling with the class. Ask students to correct their words in case they wrote them incorrectly.

H  **Track 20** Listen and circle the /qu/ sounds. Then, listen again and say.

Play Track 20 and ask students to identify the sound that is repeated. Write the sound on the board and say it aloud. Have students repeat the sound after you. Then say some words with the sound and have them repeat after you too. Then play the chant again and ask them to read it and circle the /qu/ sounds in the words. Check answers. Then have them say the chant aloud. Correct any pronunciation mistakes.

I Write a letter describing your bedroom to your grandparents. Then, read your letter to the class. Follow the example.

Read the instructions and check comprehension. Have a volunteer read the first lines of the sample letter provided. Tell students to start writing their letter. Monitor and help. Put students into pairs to share their letters. Have some volunteers share their letters with the rest of the class.

Go to page 39 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Encourage students to think about their bedroom. Ask students to draw it. Then, ask students to talk about the things they have in their bedroom. Have students make a list of the things their classmates have.

PROJECT

Make a Big Book of Possessions

- 1 Fold half a sheet of colored construction paper in two.
- 2 Write the title of your book and your name on the front and draw a picture.
- 3 Write about your dream bedroom. What is in your dream bedroom? What color are the walls? What special things are in your dream bedroom?
- 4 Store the things in your portfolio in your Big Book: The zigzag book, the chain story and the closet.
- 5 Show your Big Book to your classmates. Talk about the possessions in it.

I have a lot of clothes and toys. My brother's toys are in my bedroom, too.



Lesson 4

53

PROJECT

Material:

colored construction paper, pencils, and colored pencils

- 1 Fold half a sheet of colored construction paper in two.

Tell students that they are going to make a Big Book of possessions they have in their bedrooms. Give them the construction paper and ask them to fold it into two to make a book. Demonstrate the action if necessary.

- 2 Write the title of your book and your name on the front and draw a picture.

Have them write the title of their book and their name on the front. Ask them to draw a picture to decorate it.

- 3 Write about your dream bedroom. What is in your dream bedroom? What color are the walls? What special things are in your dream bedroom?

Elicit some answers to the questions and write them on the board. Then tell them to think about the things they have in their bedrooms. Ask them to describe the colors and things there are in their dream bedroom. Tell them to write sentences about them.

- 4 Store the things in your portfolio in your Big Book: The zigzag book, the chain story and the closet.

Have students store the three past projects inside their Big Book.

- 5 Show your Big Book to your classmates. Talk about the possessions in it.

Put students in groups of 3 or 4. Read the instructions and have a volunteer read the example of the girl talking about her bedroom. Ask them to share their Big Books and to talk about the things they have in their bedrooms. Monitor and help.

Lesson 5

Vocabulary

cat	fish	parrot
dog	hamster	
rabbit	turtle	

A Moment to Ourselves

Why some kids are so possessive about their things?

Arrange students in pairs. Ask students if they like lending their favorite toys to others. If they don't, ask them to explain why. Discuss with them why they sometimes don't like to lend their things. Remind them that being generous is important.

Getting Started

Put students into pairs. Tell them that they are going to play a game called *The Shark and the Fish*. Explain that one student is the shark and the other is the fish. Tell them that the fish follows the shark around and must imitate everything the shark does. You are going to say the actions they need to do, for example: *swim backwards, move slowly, jump*, etc. Have students play this game for around 5 minutes.

Lesson 5

Why are some kids so possessive about their things?

A Track 21 Listen and match. Which animal is not in the song?

Anita has a cat -
She loves the cat a lot.
Meow! Meow! Meow!
Does she have a dog?
No, she does not!



The pig and the parrot are not in the song.



Pablo has a dog -
He loves the dog a lot!
Bow! Wow! Wow!
Does he have a hamster?
No, he does not!



Laura has a hamster -
She loves it a lot!
Squeak! Squeak! Squeak!
Does she have a fish?
No, she does not!

Julio has a fish -
He loves the fish a lot!
Glug! Glug! Glug!
Does he have a turtle?
No, he does not!



Sara has a turtle -
She loves it a lot!
Splash! Splash! Splash!
Does she have a parrot?
No, she does not!



B Listen to the song again and sing along.

C Look at the pictures and write the last verse of the song.



Diego has a parrot _____
He loves it a lot! _____
Squawk! Squawk! Squawk! _____
Does he have a cat? _____
No, he does not! _____

54

Unit 2 Our Things

A Track 21 Listen and match. Which animal is not in the song?

Elicit the names of the animals in the pictures. Write the words on the board under the title of *Pets*. Clarify the meaning of *pets*. Tell students that they are going to listen to a song about pets. Play Track 21. Have students listen to and read the song. Encourage them to point to the pictures as they hear the names of the pets. Play the song again for students to match the verses to the pet they refer to. Check answers as a class.

B Listen to the song and sing along.

Play Track 21 again for students to sing the song. Sing with them.

C Look at the pictures and write the last verse of the song.

Point to the pictures and have students describe them. Tell students that they have to write the last verse of the song, using the pictures. Monitor and help. Have some volunteers read the verse to the class.

D Read and answer.

Mr. Wobble has a pet ferret. Its name is Slippy, but Slippy isn't an ordinary ferret. It's a cartoon ferret, and it's made out of modeling clay. Slippy is the creation of The London Animation Studio. Slippy is the star of BBC 5's cartoon series *The Adventures of Slippy and Mr. Wobble*. Nowadays ferrets are popular pets in England because of Slippy. Even one of the young princess has a ferret! Its name is Slippy, too!




Is Slippy a real ferret? No, he is not.

E Complete the box with the correct information.

Name	Slippy
Material	modeling clay
Studio	The London Animation Studio
Friend's name	Mr. Wobble
TV channel	BBC5's



F  In groups make a list of other animal cartoon character that you like. Choose one and write three sentences about it.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Lesson 5

55

Vocabulary

cartoon

modeling clay

ferret

BBC


CLIL: Science

D Read and answer.

Ask students to look at the picture of the animal and guess what it is (*a ferret*). Elicit if they have had a pet like this and anything they know about this animal. Then tell them that they are going to read about this ferret called *Slippy*. Ask them to read the text and to answer the question about *Slippy*. Allow students to compare their answers with a partner. Check answers as a class. Additionally, you can ask some comprehension questions about the text.

E Complete the box with the correct information.

Go over the words in the table with the students. Ask them to read the text in exercise D again and complete the table. Ask volunteers to write the answers on the board. Correct any mistakes.

F  In groups make a list of other animal cartoon character that you like. Choose one and write three sentences about it.

Ask: *What is your favorite animal cartoon character?* Elicit answers from different students. Divide the class into groups of 3 or 4. Have students choose one animal cartoon character and write three sentences about it. Go around the classroom and help with grammar and vocabulary. Invite a speaker from each group to read the group's sentences to the class.

G Write the words.

1  turtle	2  cat	3  parrot
4  ferret	5  dog	6  fish

H Say the words and match them to the initial sound.

p	ferret
	parrot
f	pencil
	phonics
	princess

(Note: Lines in the original image connect 'p' to 'parrot' and 'princess', and 'f' to 'ferret', 'fish', 'phonics', and 'photograph'.)

I Play this memory game in groups of six. Look at the example.

- Tell the people in your group about your pets.
I have a dog. I don't have a parrot.
- Listen and remember.
- Ask and answer. Can you remember all the information?

Go to page 42 in your Workbook and write an entry in your blog.

G Write the words.

Point to the pictures and elicit the words. Ask students to write them down.

Beginners	Fast finishers
Point to the first picture and elicit the word in English for it. Have students write it on the line provided. Do the same with the rest of the pictures.	Ask students to write the words on the board.

H Say the words and match them to the initial sound.

Write /p/ and /f/ on the board. Produce the sounds and then say some words with these sounds (*parrot, potato, phone, photograph*). Read the words in the exercise aloud and have students repeat after you. Then ask them to match the words to the sounds. To check answers say the sounds and have them say the corresponding words.

I Play this memory game in groups of six. Look at the example.

Divide the class into groups of six. Tell students the instructions for the game. Students have to tell the people in their group about their pets (If they don't have one, they can talk about a pet they would like to have.). Demonstrate the game with the example. Then the next student has to repeat what the previous student said and add their own information, and so on.

Go to page 42 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Ask students to draw their favorite animal cartoon character. Have them share their drawings with their classmates. Then, tell them to write a letter telling you what animal cartoon characters they and their friends made and what things their characters have and do not have. Explain how you made their characters.

PROJECT

Make Two Cartoon Characters

- 1 Work in pairs. Invent two cartoon characters: a human and an animal.
- 2 Make your two characters out of modeling clay. Cartoon characters are interesting. Make your cartoon characters very interesting.
- 3 Think of good names for your two cartoon characters.
- 4 Think of a name for the cartoon where the characters appear in.
- 5 Tell the class about the cartoon and the characters.

This is Mr. Marvelous Marvel. Mr. Marvelous Marvel has a cat. Its name is Katso.

Mr. Marvelous Marvel and Katso are the stars of The Marvelous Adventures of Mr. Marvelous Marvel and Katso.



- 6 Put your cartoon characters carefully away for later.

Lesson 5

57

PROJECT

Material:

paper, colored pencils, and modeling clay

Ask students to sit in a circle on the floor. Throw a ball to one student. That student says a name of an animal. Then the student then throws the ball to another student and says a name of a different animal. Continue until all the students have participated at least once.

- 3 Think of good names for your two cartoon characters.

Ask students to make a list of interesting and fun names for their cartoon characters.

- 1 Work in pairs. Invent two cartoon characters: a human and an animal.

Ask students to look at the project page. Read the instruction. Put students into pairs. Tell students to invent two cartoon characters (a human and an animal).

- 2 Make your two characters out of modeling clay. Cartoon characters are interesting. Make your cartoon characters very interesting.

Read the instructions. Remind students that cartoon characters are always interesting, so they need to make theirs really interesting. Have them make their two characters out of modeling clay. Go around the classroom and help. Encourage students to look at each other's characters once they have finished.

- 4 Think of a name for the cartoon where the characters appear in.

Have them name their characters and give a name for the cartoon the characters appear in.

- 5 Tell the class about the cartoon and the characters.

Tell students that this time they are going to present their cartoon characters to the class. Have a girl and a boy read the sample presentation texts in the book. Give them some time to think about the things they want to say. Have students present the cartoon and the characters to the class.

- 6 Put your cartoon characters carefully away for later.

Have students keep their cartoon characters in a safe place.

Lesson 6

Vocabulary

cool skateboard toys
jealous sneakers

A Moment to Ourselves

What things can you share with other people?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. This is a good moment to talk about *respect*.

Getting Started

Ask two students to wait outside the classroom door for a moment. Hide a picture of an animal (previously seen) somewhere in the classroom. Ask the two children back into the classroom. The students ask: *Where is the parrot?* and start looking for it. The rest of the class helps them by saying *Hot!* if the students move near to where the card is hidden, and *Cold!* if they move away. Do the same two more times and start the class.

Lesson 6

What things can you share with other people?

A Track 22 Read, listen, and circle the things Shelly has.

Shelly: Look! I have a new Miss Monkey watch. It's the watch on the Miss Monkey commercial on television.

Jeanie: Cool!

Shelly: Do you have one?

Jeanie: I don't have a Miss Monkey watch, but I have a Miss Monkey alarm clock in my bedroom. Do you have a Miss Monkey alarm clock?

Shelly: No, I don't. But, I have Miss Monkey sneakers. Do you have Miss Monkey sneakers?

Jeanie: No, I don't and I'm so jealous! But, Mom's getting me some!

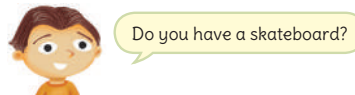


Do you have a Miss Monkey watch? Yes, I do.
Do you have Miss Monkey sneakers? No, I don't.

B Role play. One of you is Shelly. One is Jeanie. Ask and answer.



C Make a list of the possessions you like. Ask and answer with a friend.



58

Unit 2 Our Things

A Track 22 Read, listen, and circle the things Shelly has.

Ask students to read and listen to the conversation between the girls. Play Track 22. Then ask them to circle the things Shelly has. Play the conversation again for students to check their answers. Check answers with the whole class.

Cross-Check

Read the information in the box and call on volunteers to say the differences between the two questions. Ask them questions using the structure and elicit the answers.

B Role play. One of you is Shelly. One is Jeanie. Ask and answer.

Put students into pairs. Ask students to read the dialog from exercise A again. Walk around the classroom and correct any pronunciation mistakes. Invite some pairs to perform the dialog for the whole class.

C Make a list of the possessions you like. Ask and answer with a friend.

Ask: *What possessions do you like the most?* Elicit answers. Ask students to make a list of the possessions they like. Put students into pairs to ask and answer about their possessions. Model the activity.

Vocabulary
 clothes things
 commercials unhealthy

D Read and write a title for the article.

Answers will vary.

Children aged 8 to 12 watch television 4½ hours a day. They see approximately ten food commercials every day.

Of course, they want the unhealthy foods in the commercials. Many moms buy these foods next time they are in the supermarket! TV commercials influence what children eat!

And it's the same with toys and clothes! Children want the things they see in TV commercials and there are a lot of commercials on TV! Many of them are designed especially for children! TV commercials make children into materialistic shopaholics! They want what they see and they are furious when they don't get it!



E Answer the questions

- How many hours do you watch TV a day?
 Answers will vary.
- Do you like the commercials?
 Answers will vary.
- Which are your favorite commercials?
 Answers will vary.

F In groups plan and write a short commercial for Mr. Lion sneakers. Look at the Miss Monkey commercial first.

Do you have a Miss Monkey watch? No? Miss Monkey watches are the best! All your friends have one! Miss Monkey watches! They're great!

Answers will vary.

CLIL: Social Studies

D Read and write a title for the article.

Ask: *Do you know what an ad is?* Elicit some examples. Then ask them about where they see or hear them. Finally ask them if they know what ads are for. Explain that they are going to read a text about the influence of ads on children. Read the text aloud and tell them to say possible titles for it. Write their ideas on the board. Have them vote on the best one to write it down on their books.

E Answer the questions.

Go over the questions with the students. Make sure everybody understands them. Ask students to read the article from exercise D again and answer the questions. Have students check their answers with a partner. Check answers as a class.

F In groups plan and write a short commercial for Mr. Lion sneakers. Look at the Miss Monkey commercial first.

Divide the class into groups of 3 or 4. Read the Miss Monkey commercial along with the students. Ask them whether they like the ad or not and why. Tell them to write a new commercial for Mr. Lion sneakers using the Miss Monkey commercial as a model. Monitor while they work. Check. Correct any grammar or spelling mistakes. Invite volunteers to read their commercial to the class.

G Unscramble the words and draw a picture.

1. thcwa

watch

2. snkearse

sneakers

3. vistleeion

television

4. lrama ckolc

alarm clock

H Listen and read. What sound do these words have in common?

blue plane clock climb black plate

I Write five questions. Ask someone you haven't talked to before. Write the answers.

1. Do you have...	<u>Answers will vary.</u>	?
2. Do you have...	<u>Answers will vary.</u>	?
3. Do you have...	<u>Answers will vary.</u>	?
4. Do you have...	<u>Answers will vary.</u>	?
5. Do you have...	<u>Answers will vary.</u>	?

Go to page 45 in your Workbook and write an entry in your blog.

G Unscramble the words and draw a picture.

Put students into pairs to unscramble the letters to make words. Write the complete words on the board for students to check their answers. Give them some time to do their drawings and to color them.

Beginners	Fast finishers
Help students by telling them the first two letters of each word.	Ask some students to come to the board and write the words.

H Listen and read. What sound do these words have in common?

Tell students that they are going to hear some words and identify the sound that they have in common. Have some volunteers read the words aloud. Elicit the sound (/l/). Put students into pairs to practice the pronunciation of the words. Monitor and help.

I Write five questions. Ask someone you haven't talked to before. Write the answers.

Write on the board: *Do you have a clock? Do you have a watch?* Ask students to write five questions like these asking about possessions. Monitor and help.

Once students finish, have them go around the classroom and ask other classmates that they haven't talked to before. Invite volunteers to share some of the answers with the class.

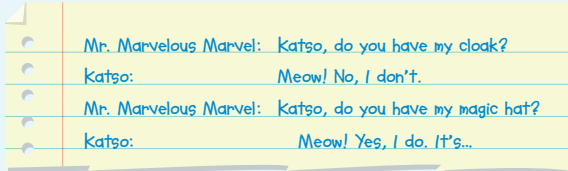
Go to page 45 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Encourage students to think about their favorite possessions. Have them draw three of their favorite possessions. Then, ask students to work with a classmate, compare their drawings and talk about them. Then, ask students to write about their classmates' possessions.

PROJECT

Write a Dialog for Your Cartoon Characters

- 1 Get into the same pairs as in page 57.
- 2 Remember your two cartoon characters. Plan your conversation. Include **Do you have...?** and **Yes, I do** and **No, I don't**. Don't forget to include five questions and five answers.



- 3 Practice your dialog.
- 4 Use your cartoon characters to act out the dialog to the class.
- 5 Put your dialog away in your portfolio. Put your cartoon characters away to use later.

Lesson 6

61

PROJECT

Material:

paper and pencil

Divide the class into two teams. Number the students in each team and explain that this is the order in which they should come to the board. Divide the board in two. Tell students that each team has to write a word on the board for each letter of the alphabet in order as fast as they can. The teams are not allowed to write the same words for any letter. The team with the most correctly spelled words is the winner.

- 1 Get into the same pairs as in page 57.

Ask students to look at the project page. Read the instructions. Tell them to work with the same partner as on page 57.

- 2 Remember your two cartoon characters. Plan your conversation. Include **Do you have a...?** and **Yes, I do** and **No, I don't**. Don't forget to include five questions and five answers.

Read the instructions aloud and go over the sample dialog with the students. Tell them to write a similar dialog for their cartoon characters. Monitor and help. Correct any grammar or spelling mistakes.

- 3 Practice your dialog.

Ask students to practice the dialog. Correct any pronunciation mistakes.

- 4 Use your cartoon characters to act out the dialog to the class.

Invite students to act-out their dialogs, using their cartoon characters, in front of the class.

- 5 Put your dialog away in your portfolio. Put your cartoon characters away to use later.

Have students put their cartoon characters away to use them later.

Lesson 7

Vocabulary

hamster ruler
sweater

A Moment to Ourselves

Do you like to share your food?


Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. This is a good moment to talk about generosity.

Getting Started

Before beginning the class make a list of 5 words seen in this unit. Ask students to sit in a circle. Choose a secret word from your list and tell students to ask questions to guess your secret words.


Lesson 7

Do you like to share your food?

A  **Track 23** Look at the picture, listen and circle.

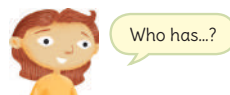



1. Who has Julie's  ? Julie Tommy Milly

2. Who has Julie's  ? Julie Tommy Milly

3. Who has Milly's  ? Julie Tommy Milly

B Listen again and ask and answer questions about the picture.




C  Work in groups of four. Take turns giving three of your possessions to the other members of the group. Ask and answer.



62


Unit 2 Our Things

A  **Track 23** Look at the picture, listen and circle.

Have students describe the picture. Encourage them to give details. Play Track 23. Have students listen and circle the owner of each object. Play the conversation again for students to confirm their answers. Invite volunteers to share their answers with the class.

B Listen again and ask answer questions about the picture.

Explain the activity. Play Track 23. Model the question. Put students into pairs to ask and answer questions about the picture. Monitor and help.

C  Work in groups of four. Take turns giving three of your possessions to the other members of the group. Ask and answer.

Divide the class into groups of four. Read the instructions along with the students. Clarify any doubts. Model the activity with a student. Have them work in their groups. Monitor and help.

D Read the story and circle the correct answer.



The Great Emperor Incredulous

The Great Emperor Incredulous has a lot of money, but he isn't very intelligent. He loves good clothes and he loves animals, too. He has a beautiful pet cat.

One day an old man comes to the palace. He has a big box of magic clothes. Smart people can see the magic clothes, but silly people can't. The emperor can't see the clothes!!! "Thank you! They're beautiful," he says.

Another day a young man comes to the palace.

He has a magic dog. Smart people can see the magic dog, but silly people can't. The emperor can't see the dog!!! "Thank you! He's beautiful," he says.

So now the emperor has magic clothes and a magic dog! The emperor's pet cat can't see the clothes, and she's very smart!

The emperor is... a. smart. b. silly.

E Answer the questions.

1. What does the emperor like?
— Good clothes and animals
2. Who is your favorite character? Why?
— Answers will vary.

F Create two more questions to ask your friends.

Lesson 7

63

Vocabulary

box	money	princess
emperor	palace	silly
intelligent	pet	smart
magic	prince	

CLIL:

Literature

D Read the story and circle the correct answer.

Tell students that they are going to read a story about an emperor. Elicit what an emperor is or explain it. Focus students' attention on the picture and ask them to predict what the story is going to be about. Write their ideas on the board. Then ask them to read the story in silence and to say if their story was similar to their predictions. Have them read the story one more time and circle the correct answer to describe the emperor. Monitor and help.

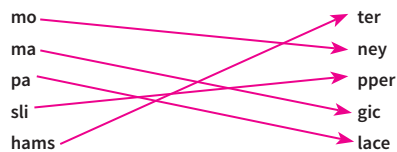
E Answer the questions.


Go over the questions with the students. Make sure they understand them. Have students read the text from exercise D again and answer the questions. Invite volunteers to share their answers with the class.

F Invent two more questions to ask your friends.

Write on the board: *Who came to the palace?* Elicit the answer. Tell students to write two more questions about the story from exercise D. Monitor and help. Correct any grammar or spelling mistakes. Then, put students into pairs and, taking turns, have students ask the questions.

G Join the syllables to make words.



H  **Track 24** Listen and repeat. Song What?

What?

Ask a question with:
Where, when and *what*.
 The initial sound
 is the same, is it not?
 But, ask a question with
 the question word *who*.
 It sounds very different
 It's strange, but it's true!

I Write two sentences about Prince Hasalot and two sentences about Princess Hasalot. Follow the example.


Prince Hasalot	Princess Hasalot
Prince Hasalot has a big palace.	
1. _____	1. _____
Answers will vary.	Answers will vary.
2. _____	2. _____
_____	_____

Go to page 48 in your Workbook and write an entry in your blog.

G Join the syllables to make words.

Elicit what a syllable is. Direct students' attention to the syllables in the exercise and tell them to match them to make words. Do the first one with them by saying: *Which of these sounds like a real word: mon-ter? money? mopper? magic? molace?* Elicit the correct one and ask them to complete the exercise on their own. Monitor and help. Have some volunteers say the correct words.

Beginners	Fast finishers
Help students by telling them to find the words in the reading from exercise D.	Ask students to join the words as fast as they can.

H  **Track 24** Listen and repeat. Song What?

Elicit the words they use to ask questions when they want to know someone's name, age, etc. (*what, who*). Play Track 24 and have students listen and repeat. Correct any pronunciation mistakes. Play the chant

again for students to practice. Have students repeat the chant without the audio.

I Write two sentences about Prince Hasalot and two sentences about Princess Hasalot. Follow the example.

Read the instructions along with the students. Call on a volunteer to read the example. Elicit another example. Write it on the board. Have students write the sentences. Monitor while they work. Correct any grammar and spelling mistakes. Ask students to compare their sentences with a partner. Invite volunteers to read the sentences to the class.

Go to page 48 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Call students' attention to the picture. Have them describe it. Ask students to draw the castle and to color the picture. Then, have them write a short paragraph about the Hasalot Royal Family. Tell students to use ideas from page 64 of their Student's Book. Have them share their paragraphs with their classmates.

PROJECT

Write an Ad for Your TV Cartoon

- 1 Get into your project pairs.
- 2 Write a commercial about your animated cartoon for the TV Times. Look at the example.

Mr. Marvelous Marvel is a marvelous magician, but he isn't very smart! He has a pet cat called Katso.

Katso is very smart. Mr. Marvelous Marvel has a big show, but he doesn't have his magic hat or his magic cloak! Katso comes to his rescue!

Watch *The Marvelous Adventures of Mr. Marvelous Marvel and Katso* today on BBC 5.

- 3 Put your commercial on the teacher's table. Take another commercial and read it. Then, read another commercial.
- 4 Continue reading the commercials. Which show do you want to see?
- 5 Find your commercial and put it in your portfolio for later.

Lesson 7

65

PROJECT

Material:

cardboard, paper, pencil, and colored pencils

- 1 Get into your project pairs.

Ask students to look at the project page. Read the instructions. Have them work with the same partner as on page 57.

- 2 Write a commercial about your animated cartoon for the TV Times. Look at the example.

Read the instructions and distribute materials. Tell students they have to write an ad for their cartoon. Ask students to work in their project pairs. Focus students' attention on the example provided. Read it aloud. Try to give it the right intonation. Ask: *Do you like this ad? Why?*

Ask students to write an ad for the cartoon they made on the previous lesson. Tell them to use the example as a model. Monitor while they work and provide any needed assistance. Correct any grammar, spelling or punctuation mistakes.

- 3 Put your commercial on the teacher's table. Take another commercial and read it. Then, read another commercial.

Ask students to put their commercial on the teacher's desk and take another commercial and read it.

- 4 Continue reading the commercials. Which show do you want to see?

Have them read the rest of the commercials. Then ask: *Which show do you want to see?* Find out which is the most popular show in the class.

- 5 Find your commercial and put it in your portfolio for later.

Have students keep their ads in their portfolios.

Lesson 8

Vocabulary

collection superheroes
have want

A Moment to Ourselves

Do you think all children have what they want?

Discuss this question with the students. Ask them why they think children have or don't have everything they want. Make a list with them of the things children usually want. Write it on the board. Ask them if the things they want are very important in their lives.

Getting Started

Before starting the game, choose ten things and put them in a bag. Show students the bag and shake it up and down. Divide the class into two teams. Tell students that each team will have ten opportunities to guess what the things in the bag are.

Lesson 8

Do you think all children have what they want?

A Read and answer.

Jimmy: Look at my superheroes. I have Superman, Spiderman and I have Ironman, too.
Matilda: Do you have Captain America?
Jimmy: No, I don't.
Matilda: My brother has Captain America.
Jimmy: Does he have Wolverine?
Matilda: Yes, he does.
Jimmy: Does he have Thor or Black Widow?
Matilda: He has Thor, but he doesn't have Black Widow.



Review of language from the Unit.

1. Who has more superheroes? Complete the table.

Jimmy has	Matilda's brother has
Superman	Captain America
Spiderman	Wolverine
Ironman	Thor

B Ask and answer questions about Jimmy and Matilda. Follow the example.

Does Jimmy have..?
Does Matilda's brother have..?

C Ask your friends about their superhero collection.



Do you have Spiderman?

66

Unit 2 Our Things

A Read and answer.

Have students look at the pictures and predict what the conversation is about. Elicit answers. Ask students to read the conversation to find out. Ask students to read the dialog again and complete the table to answer the question. Allow students to compare their table with a partner. Invite volunteers to read their answers to the class.

Cross-Check

Have a review of the language seen in this unit. Focus on the vocabulary, functions or structures that have been more difficult for students. A good idea to do this is to prepare a quiz for the students to answer. Then you can check their answers with them and reinforce the language they seem to be having problems with.

B Ask and answer questions about Jimmy and Matilda. Follow the example.

Put students into pairs. Have them read the examples. Tell students to ask questions about Jimmy and Matilda. Model the activity with a student. Monitor and help.

C Ask your friends about their superhero collection.

Ask students to go around the classroom and ask different classmates about their superhero collection. Tell them to talk about other collections they have. Ask volunteers to share their information with the class.

D Read and answer.

Must-Have Collectibles

Children love collectibles. They have them because all the kids at school have them.

One year it's baseball or soccer cards, another year it's marbles or superheroes. For example, nowadays six to nine year olds must have Snappy Bands. Snappy Bands are elastic wrist bands in the shape of animals. Both boys and girls love them. They collect them; wear them and trade them! One second grader has 80 or 90 Snappy Bands. Do you have Snappy Bands?



Does everyone in your class have Snappy Bands?

Who has 80 or 90 Snappy Bands? A second grader.

E Read again and circle Yes or No.

1. Marbles are the popular collectibles right now. Yes No
2. Children like collectibles because their friends have them. Yes No
3. Boys don't like Snappy Bands. Yes No
4. Snappy bands are for your hair. Yes No

F Write two sentences about Billy's stamp collection and two about Maggie's cards collection. Follow the examples.

Billy has a parrot stamp.

Billy has a Answers will vary.

Billy has a Answers will vary.

Maggie has a banana card.

Maggie has a Answers will vary.

Maggie has a Answers will vary.



Lesson 8

67

Vocabulary

bands collect snappy
cards collectibles wrist

CLIL: Social Studies

D Read and answer.

Ask: *Do you collect things? What things do you like to collect?* Elicit answers and give students the opportunity to talk about their collections. Then ask them to look at the picture and guess what type of collection the girl in the picture has. Elicit answers from different students. Ask students to read the text individually and answer the question. Invite volunteers to share their answer with the class. Additionally, you can ask some comprehension questions or help students with vocabulary they don't know.

E Read again and circle Yes or No.

Read the statements along with the students. Clarify any doubts. Ask students to read the text from exercise D again and complete the activity. Monitor while they work and help. Check answers as a class.

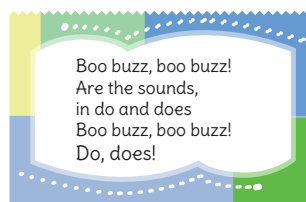
F Write two sentences about Billy's stamps collection and two about Maggie's cards collection. Follow the example.

Direct students' attention to the pictures and ask them to describe them. Go over the instructions with the students. Monitor while they work and correct any grammar or spelling mistakes. Invite volunteers to read their sentences to the class.

G Write the words.

1.  _____ **parrot**
2.  _____ **turtle**
3.  _____ **watch**
4.  _____ **yo-yo**
5.  _____ **sneakers**

H  **Track 25 Listen and repeat.**



I Write about your favorite collection.



Go to page 51 in your Workbook and write an entry in your blog.

G Write the words.

Ask students to look at the pictures and write the words. Invite volunteers to read the words to the class.

Beginners	Fast finishers
Tell students the first and last letter of the word.	Encourage students to write the words as fast as they can. Ask volunteers to write the words on the board.

H  **Track 25 Listen and repeat.**

Have students look at the tongue twister in the exercise and try to say it aloud. Then tell them that you are going to play the audio for them to listen to and notice the pronunciation of the funny words. Play Track 25 and have them listen to the chant. Correct any pronunciation mistakes. Encourage students to learn the tongue twister by heart. Invite volunteers to say the tongue twister as fast as they can.

I Write about your favorite collection.

Ask students to write about their favorite collection. Write an example on the board: *I have a doll collection.* Monitor and help. Ask students to go around the classroom and compare their sentences with the class.

Go to page 51 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Ask: *Do you know anyone who has a collection?* Encourage students to say different types of collections. Go over the questions with the students. Tell them to interview a family member or friend and to write the answers in their blog. Ask them to draw a picture of the person's collection or paste a photo.

PROJECT

Make a Collage of Must-Have Collectibles for Your Cartoon Program

- 1 Get into your project pairs.
- 2 Think of 5 or 6 must-have collectibles to go with your cartoon program.
- 3 Draw pictures of the collectibles on pieces of paper. Color them and cut them out.
- 4 Write about the collectibles on cards. Look at the example.

Do you have a Katso Snappy Band? You don't?
Buy one today!
There are Katso Snappy Bands in five exciting colors.

- 5 Make a **Must-Have Collectibles** poster. Display it with your cartoon characters, your dialog and your TV Times commercial.

Lesson 8

69

PROJECT

Material:

pencils, colored pencils, paper, cardboard, and glue

1 Get into your project pairs.

Ask students to look at the project page. Read the instruction and explain that they are going to make a collage of must-have collectibles for their cartoon program. Tell students to get in their project pairs.

2 Think of 5 or 6 must-have collectibles to go with your cartoon program.

Tell students to think of 5 or 6 must-have collectibles that go with their cartoon program.

3 Draw pictures of the collectibles on pieces of paper. Color them and cut them out.

Have students draw pictures of the collectibles on pieces of paper. Tell them to color them and cut them out.

4 Write about the collectibles on cards. Look at the example.

Have students write about their collectibles on cards. Monitor while they work and help. Correct any grammar and spelling mistakes. Then ask students to paste their cutouts and cards on a cardboard to make a poster.

5 Make a **Must-Have Collectibles** poster. Display it with your cartoon characters, your dialog and your TV Times commercial.

Tell them to display it with their cartoon characters, their dialog and their TV commercial. Ask students to go around the classroom and see other pairs' work. Give positive feedback on students' work.

Review 2

A Write the words in the correct column.


quilt doll gloves shelf pants marbles
drapes yo-yo jacket shoes hat bed truck

Clothes	Toys	In the bedroom
gloves	doll	quilt
pants	marbles	shelf
jacket	yo-yo	drapes
shoes	truck	bed
hat		


B Complete the sentences.

have don't have has doesn't have




Daniel doesn't have a watch  X.

But he has a cellphone  ✓.




I don't have a bookshelf  X in my bedroom,

but I have a large closet  ✓.

C Follow the lines. Write the sentences in your notebook.

 Simon  

 Amanda  

 Simon and Amanda  

A Write the words in the correct column.

Read the instructions, the words and the title of each column aloud. Tell students they have to write the words in the correct column. Ask: *What words are clothes? What words are toys? What words are things in the bedroom?* Have students complete the activity. Monitor and help. Tell students to write the chart with the answers on the board. Check.

B Complete the sentences.







Read the instructions and the words aloud. Tell students to read the sentences and complete them using the words in the box. Have students complete the activity. Monitor and help. Invite some volunteers to share their answers.

C Follow the lines. Write the sentences in your notebook.

Read the instructions. Point at the pictures and have students describe them. Have students write their sentences in their notebooks. Put students into pairs to share their sentences. Monitor and help.

D Complete the puzzle.

E Unscramble the questions and answer them according to the information in the chart.

David	 ✓	 ✗	 ✗
Sally	 ✗	 ✓	 ✓

- have / David / Does / sneakers / red /
 ___ Does David have red sneakers ___ ? ___ Yes, he does ___ .
- ferret / a / Sally / have / Does /
 ___ Does Sally have a ferret ___ ? ___ Yes, she does ___ .
- you / Do / a / ferret / have /
 ___ Do you have a ferret ___ ? ___ Answers will vary ___ .
- clock / has / Who / alarm / an /
 ___ Who has an alarm clock ___ ? ___ Sally does ___ .

F Complete the questions and answer them.

- Do ___ you have an alarm clock? ___ Answers will vary ___ .
- Does ___ David ___ have ___ an alarm clock? ___ No, he doesn't ___ .
- Does ___ Sally ___ have ___ a pink watch? ___ No, she doesn't ___ .
- Do ___ you ___ have ___ a pink watch? ___ Answers will vary ___ .

Review 2 71

D Complete the puzzle.

Point at the pictures and elicit the names for the pets. Have students complete the activity. Monitor and help. To check answers, have some volunteers spell out the words.

E Unscramble the questions and answer them according to the information in the chart.

Read the instructions. Point at the chart and say: *These are the things that David has and the things that David doesn't have. These are the things that Sally has and the things that Sally doesn't have.* Tell students to unscramble the questions. Tell them to look at the chart and write the answers. Have students complete the activity. Monitor and help. Put students into pairs to practice asking and answering the questions. Check.

F Complete the questions and answer them.

Read the instructions. Tell students to write the words to complete the questions and then answer them. Tell them to look at the chart and answer the questions about David and Sally. Have students complete the activity. Monitor and help. Ask some volunteers to share their answers.

Having Fun

Vocabulary

beach	eating	newspaper
camping	sandcastle	swimming
children	morning	ocean
cooking	playing	

A Moment to Ourselves

Do you think it is necessary to have vacations?

Arrange students in pairs and ask them to say when and where they went on vacation for the last time. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Allow some volunteers to share their ideas with the class.

Getting Started

Make a list of activities such as *cooking, walking, jumping, running,* etc. Mime some of them. On the board write the question: *What am I doing?* and have students guess the actions. Do the same for several actions.

Lesson 1

UNIT 3

Having Fun

Do you think it is necessary to have vacation?

A Read and answer the question.



Mr. and Mrs. Brown and their two children are camping at the beach.



In the morning, Mrs. Brown is cooking breakfast. Mr. Brown is reading the newspaper.



They are all eating breakfast. They're very hungry.



Bobby Brown is playing on the beach. He's making a sandcastle. His sister Suzie is swimming in the ocean.

What's for breakfast? Fruit salad, bread, eggs, bacon and juice.

They are camping.
He is playing on the beach.

B Cover the texts and talk about the pictures.

72

Unit 3 Having Fun

A Read and answer the question

Point at the pictures and have students describe what they see. Teach key vocabulary by pointing to pictures, saying the words and asking students to repeat them (*this is a tent / this is a beach / this is sand / this is the ocean / this is the sun / these are clouds,* etc.). Tell students you will read a short story together. Read the story along with students. Ask them to point at the people doing the actions in the pictures. Then as a group, discuss the answer to the question.

Cross-Check

Read the information in the box. Ask students to find examples of the same kind of sentences in exercise A. After a few minutes, call on some volunteers to read the sentences they found. On the board write these options: a) routines, b) actions at the moment. Ask students to match the sentences in the box with one of the options.

B Cover the text and talk about the pictures.

Read the instructions along with students. Make sure everyone covers the text. Put students into pairs to talk about the pictures. Then ask them to get together with another pair to make groups of 4 and have them share their opinions. Monitor and help.

C Read and write the name of the objects.

Going camping?

What equipment is essential?

You need a tent and you need sleeping bags for the night. Take warm slippers or bean bags to relax on. You need a table and chairs for meals. Folding camp tables and chairs are the best. You also need a camp stove for cooking. And don't forget a flashlight – it's dark at night. What about sun block and insect repellent? Be prepared and have fun camping!




tent


flashlight


warm slippers


Folding camp tables and chairs


camp stove


sun block and insect repellent

D Circle the best answer.

1. The text comes from...
 - a) a TV commercial.
 - b) a children website.
 - c) a short story.
2. Folding tables and chairs are best because...
 - a) they are easy to transport.
 - b) they are very strong.
 - c) they look good.
3. You need warm slippers or bean bags because...
 - a) they look good.
 - b) it's cold at night.
 - c) they are comfortable.

E Work in pairs. Write in your notebook four sentences with these words. Then, compare your sentences with another pair.

cooking relaxing reading eating

Lesson 1

73

Vocabulary

bean bags	folding tables	slippers
camping	insect	sun block
cooking	repellent	tent
flashlight	meals	warm
folding chairs	sleeping bag	

CLIL: Social Studies

C Read and write the name of the objects.

Point to the photographs and elicit the activity the objects are related to. Ask students questions related to camping, for example: *Where do we go camping? Do you think camping is fun? Why?* Read the text aloud along with the students. Ask them to write the names of the things on the lines provided. Invite volunteers to share their answers with the class.

D Circle the best answer.

Read the instructions and check comprehension. Have students complete the activity. Put students into pairs to share their answers. Invite some volunteers to share their answers. Check answers.

E Work in pairs. Write in your notebook four sentences with these words. Then, compare your sentences with another pair.

Read the instructions along with students. Make sure everyone understands them. Put students into pairs to write their sentences. Monitor and help. Then make groups of four by joining two pairs and have them compare their sentences. Ask some volunteers from each group to share their sentences. Correct any grammar or spelling mistakes.

Lesson 1

73

F Write a sentence for each picture.

1. flashlight



3. camp stove



2. tent



4. sun block and insect repellent



G  **Track 26** Listen and join in.

Camping, swimming, playing, cooking.

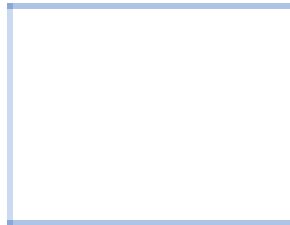
All the doing words end in -ing.

So, let's practice another four:

Resting, sleeping, reading, eating.

And there are whole lot more!

H Draw a picture of a family camping. Then, write two sentences.



1. Answers will vary. _____

2. Answers will vary. _____

Go to page 54 in your Workbook and write an entry in your blog.

F Write a sentence for each picture.

Ask students to write the words next to the pictures. Invite volunteers to write the words on the board.

Beginners	Fast finishers
Point to the pictures and elicit the words. Have them write the names of the objects.	Ask students to write the words as fast as they can. Have them raise their hands when they finish. Check.

G  **Track 26** Listen and join in.

Tell students that they are going to listen to a chant. Tell them to listen and identify the sound that is repeated. Play Track 26 for students to listen. Play it again for students to listen and repeat. Ask them to say the chant aloud. Correct any pronunciation mistakes. Play the audio again for students to listen and repeat. Invite some volunteers to say the chant aloud.

H Draw a picture of a family camping. Then write two sentences.

Read the instructions along with students. Have them complete the activity. Monitor while they work and help. Put students into pairs to share their drawings and sentences. Invite some volunteers to share their drawings and sentences with the rest of the class.

Go to page 54 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Encourage students to talk about their last vacation. Ask students to draw a picture about their favorite vacation. Then have them describe it. Have students share their drawings with their partners.

PROJECT

Camping Equipment Cutouts

1 Work in groups of five. Imagine you are going on a camping trip.

2 Make a list of the equipment you need for camping. Think how many tents or sleeping bags you need for your group.

1. _____
2. *Answers will vary.*
3. _____
4. _____
5. _____

3 As a group draw all the things you have on your camping trip.

4 Color your pictures and cut them out.

5 Get together with another group. Talk about the things you have for your camping trip. Check what the other group has.

Karla is camping with our group. She has a sleeping bag and insect repellent.



I don't like insects.

6 Put your cutouts in your portfolio to use later.

Lesson 1

75

PROJECT

Material:

white sheets of paper, pencils, and colored pencils

Divide the class in two teams. Tell students that you will write the beginning of a sentence and, taking turns, a student from each team has to complete it. If a team completes the sentence and there aren't any grammar or spelling mistakes, the team gets a point.

- 1 **Work in groups of five. Imagine you are going on a camping trip.**

Then ask students to look at the project page. Read the instructions. Divide the class into groups of 5. Tell students they have to imagine they are going on a camping trip. Ask them to decide where they are going camping (to the beach? to the mountains?).

- 2 **Make a list of the equipment you need for camping. Think how many tents or sleeping bags you need for your group.**

Have students make a list of things they need for camping. *How many tents does your group need? How many sleeping bags? What other things do you need?*

- 3 **As a group draw all the things you have on your camping trip.**

Tell groups to use the list previously made to draw pictures of all the things they need for their camping trip.

- 4 **Color the pictures and cut them out.**

Remind them to color their pictures. Have students cut out each drawing.

- 5 **Get together with another group. Talk about the things you have for your camping trip. Check what the other group has.**

Then get two groups together and have them share their ideas. Monitor while they work and help.

- 6 **Put your cutouts in your portfolio to use later.**

Make sure everyone puts their cutouts in their portfolios to use later.

Lesson 2

Vocabulary

climbing	fun	river
fishing	having	sun
forest	hotdogs	taking
friends	ketchup	trees

A Moment to Ourselves

What different places can you go on vacation?


On the board write the word 'types of vacation'. As a whole class, ask them to brainstorm ideas, you can set some examples for them to follow: beach vacation, city vacation, etc. List their answers on the board. Ask students what their favorite type of vacation is.

Getting Started

Write on the board: *Camping*. Divide the class into groups of 3 or 4. Ask students to brainstorm things related to camping. After a few minutes, invite the groups to share their words. Write them on the board to make a mind map. Invite some volunteers to add pictures to the mind map on the board.

Lesson 2

What different places can you go on vacation?

- A**  **Track 27** Listen and circle the words that rhyme in each verse.

I'm staying in the forest.
 I'm playing in the sun.
 I'm camping with my friends.
 We're having so much fun.

 We're fishing in the river.
 We're climbing up the trees.
 We're cooking our own hot dogs.
 Where's the ketchup, please?

 We're taking lots of photos.
 It's great to be with friends.
 It's a fun vacation!
 But, tomorrow it all ends.




Friendship is great!

I'm staying in the forest.
 We're fishing in the river.

- B** Listen again and join in.
- C** Play **Hot Potato**: Make a newspaper ball. Stand in groups of 8 to 10 in a circle and throw the ball to a classmate. Follow the example.
- Climbing!
 I'm climbing a tree.

76

Unit 3 Having Fun

- A**  **Track 27** Listen and circle the words that rhyme in each verse.

Explain what a verse is. Ask students to identify how many verses there are in the poem in their books. Then elicit what a rhyme is. Provide some examples of a rhyme. Ask students to listen to the poem and to circle the words that rhyme in each verse. Play Track 27. Then elicit the words that rhyme.

Cross-Check

Have a volunteer read the information in the box. Ask students to underline similar sentences in the rhyme from exercise A. Then elicit the activities the children in the audio like to do together. Ask students to identify the elements in this structure.

- B** Listen again and join in.

Divide the class into three large groups and assign each group a verse from the poem. Play Track 27 again for students to listen. Ask them to do a choral reading of the poem. Then ask some comprehension questions.

- C** Play **Hot Potato**: Make a newspaper ball. Stand in groups of 8 to 10 in a circle and throw the ball to a classmate. Follow the example.

Divide the class into groups of 8 to 10. Give each group a newspaper ball. Have them pass the ball until you say *Stop*. The students with the ball have to say a sentence with an *-ing* word that you say.

D Read and circle the correct answer.

How Not to Attract Bears

Bears have a great sense of smell. You're cooking a hamburger in the forest. You're eating a sandwich or a cookie. The bear smells it and locates you.

No problem for the bear. A big problem for you!

So:

- ✓ Don't leave food in your tent.
- ✓ Eat canned and dry food if possible. It doesn't have an interesting smell.
- ✓ Keep other food in air-tight containers.
- ✓ Burn all leftovers and waste paper, like food wrappers and table napkins.
- ✓ Remember to keep the camp site clean, clean, clean!



A bear finds food with its **a) eyes.** **b) ears.** **c) nose.**

E Read and match.

- (C) Burn it!
- (B) It doesn't smell interesting.
- (D) Keep in air tight containers.
- (A) Clean it!



F Katie and her family are camping. Talk about the things they are doing to keep their camp site bear-free. Then, write two sentences in your notebook. Look at the example.

Katie is washing the dishes.

Lesson 2

77

Vocabulary

air-tight	canned	smell
bears	dried	sun
burn	forest	waste
clean	napkins	wrappers
camp site	sense	

CLIL: Natural Science

D Read and circle the correct answer.

Point to the photograph and ask students to describe it. Ask students questions related to bears, for example: *Where do bears live? What do bears eat? What color are bears?* etc. Read the text aloud along with the students. Ask them to choose the correct answer. Check answers as a class. Finally, discuss the information they found interesting in the text.

E Read and match.

Focus students' attention on the pictures. Elicit the words represented in each of them. Ask students to read the sentences and match them to the pictures. Monitor and help. Invite volunteers to read the answers to the class.

F Katie and her family are camping. Talk about the things they are doing to keep their camp site bear-free. Then, write two sentences in your notebook. Look at the example.

Read the instructions and check comprehension. Have students complete the activity. Monitor and check. Correct any grammar or spelling mistakes. Put students in groups of 3 or 4. Have students share their sentences. Then invite some volunteers to share their sentences with the class.

G Listen and write the words.

1. *Answers will vary.* _____
2. *Answers will vary.* _____
3. *Answers will vary.* _____
4. *Answers will vary.* _____
5. *Answers will vary.* _____
6. *Answers will vary.* _____


H Track 28 Listen and circle the long /e/ and the short /i/. Then, listen again and repeat.



Clean the beach, please.
Fish swim in the water, bees fly in the trees.

I Imagine that you're in the forest. Think of five things you are doing with your friends. Write five sentences.

1. *Answers will vary.* _____
2. *Answers will vary.* _____
3. *Answers will vary.* _____
4. *Answers will vary.* _____
5. *Answers will vary.* _____



Go to page 57 in your Workbook and write an entry in your blog.

G Listen and write the words

Make a list of six difficult words seen in this unit. Dictate the words. Then put students into pairs to compare their words. Invite some volunteers to spell out the words. Check. Correct any mistakes.

Beginners	Fast finishers
Dictate the words three times.	Dictate the words once or twice.

H Track 28 Listen and circle the long /e/, and the short /i/. Then, listen again and repeat.

Write the letters e and i on the board. Say the sounds that each letter represents. Say examples of words with these sounds. Have students repeat the words after you. Then tell students that they are going to listen to some sentences and they have to circle the long /e/ in red and the short /i/ in blue. Ask them to take out their red and blue colored pencils. Play the audio on track 28 for students to do the exercise. Play

the track again for students to listen and repeat. Invite some volunteers to share their answers. Check and correct any mistakes. Correct any pronunciation mistakes.

I Imagine that you're in the forest. Think of five things you are doing with your friends. Write five sentences.

Put students in groups of 3 or 4. Read the instructions and check comprehension. Have students complete the activity in their groups. Monitor and help with vocabulary or grammar. Put students into pairs to share their sentences. Invite volunteers to share their sentences to the class.

Go to page 57 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Tell students to imagine they are going camping to the beach or to the forest. Tell them to think of the animals they can find there. Have them complete the table.

PROJECT

Write a Story: A Bear in the Campsite

- 1 Get into the same groups as for page 75.
- 2 Plan your story in five parts. Follow at the example.

- Where is the camp? Who is at the camp?
- The activities the campers are doing (outside the camp).
- The bear in the camp. The things the bear is doing.
- The campers are back at the camp. Oh no!
- The things the campers are doing now.

- 3 Each person in the group writes one part of the story.
- 4 Read the story in group. Check the story with your teacher and make any corrections.
- 5 Put your part of the story away in your portfolio. It's part of your final camping project.

Lesson 2

79

PROJECT

Material:

sheets of paper, pencils, and colored pencils

- 1 Get into the same groups as for page 75.

Have a Spelling Bee with words seen in this unit so far. Ask students to look at the project page. Read the instruction. Have students get together in the same groups of 5 as in the last project.

- 2 Plan your story in five parts. Follow the example.

Tell them to write a story. The story needs to have five parts—one part is for each of the members of the team. Have some volunteers read the sample outline of the five parts. Clarify any doubts.

- 3 Each person in the group writes one part of the story.

Each member of the group writes a part of the story. Have each group put their story together and read it. Help with vocabulary and grammar. Correct any mistakes.

- 4 Read the story in group. Check the story with your teacher and make any corrections.

Once groups finish writing their stories, ask them to read them and to identify grammar and spelling mistakes. Help them to check their texts. Provide corrections.

- 5 Put your part of the story away in your portfolio. It's part of your final camping project.

Make sure everyone puts their stories in their portfolios to use later.

Vocabulary

having riding walking
horse-back organizing

A Moment to Ourselves

Say advantages and disadvantages about camping.

Ask students what they prefer, a camping site or a hotel. Allow some volunteers to explain their reasons. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Divide the board into parts, one for disadvantages and the other one for advantages. Elicit ideas from students and write them on the board. Ask students if they like camping.

Getting Started

Divide the class into two teams. Whisper a word (vocabulary from the previous lessons) to the first member of both teams and have them run to the board and draw the words as fast as possible.

Lesson 3

Say advantages and disadvantages about camping

A Read and circle the correct answer.

It's summer vacation. The kids of Mill Town Elementary are at Summer Camp in the mountains. It's a wonderful summer camp, but today it is raining. The children are bored. They aren't walking in the mountains. They aren't horse-back riding. They aren't fishing. The camp leader isn't organizing games. The cook isn't cooking over the camp fire. The children aren't having fun today at all.



How are the children feeling?



B Read the following expressions out loud. Then, write sentences.

- walking the mountains 1. Answers will vary.
- horse-back riding 2. Answers will vary.
- fishing 3. Answers will vary.
- organizing games 4. Answers will vary.
- cooking 5. Answers will vary.
- having fun 6. Answers will vary.

C In groups, talk about all the things you aren't doing at the moment. Look at the example.

I'm not cooking right now.

80

Unit 3 Having Fun

A Read and circle the correct answer.

Have students describe the picture. Read the text aloud along with the students. Then ask them to answer the question. Invite a volunteer to share his / her answer. Start a small class discussion about the reason why the kids are sad.

B Read the following expressions out loud. Then, write sentences.

Read the instructions and check comprehension. Clarify any doubts. Have students complete the activity. Monitor and help. Put students into pairs to share their sentences. Invite some volunteers to share their sentences with the class.

C In groups, talk about all the things you aren't doing at the moment. Look at the example.

Divide the class into groups of 3. Ask them to talk about the things they are not doing at the moment. Read the example and elicit other examples. Monitor and help.

D Read and circle the correct answer.

A Wild Night in the Forest

Jason and Megan are camping with their grandparents. It's great by the river. But now it's time for supper. Grandma isn't making supper tonight. She's playing dominos with the kids. Grandpa is the cook tonight.

He's cooking hot dogs on the camp stove. Soon they are eating at the little camp table. "Time for bed," says Grandma. Very soon they are all fast asleep in their sleeping bags.

Flash! Boom! Oh, no! It's a thunder storm. Flash! Boom! What a terrible night!

It's morning. Grandpa and Grandma are standing outside the tent. "Where's the stove?", asks Grandpa?

"Where's the little camp table?", asks Grandma. Soon Jason and Megan are looking everywhere. "There's the stove!", shouts Jason. The camp fire is floating in the river and there's the little camp table, shouts Megan. The camp table isn't floating in the river.

It's hanging from a tree.



The text is from: a) a website **b) newspaper** c) a story book

E Answer these questions in your notebook.

- Who are the children camping with? *With their grandparents.*
- Who is cooking the meal tonight? *Grandpa*
- What is Grandma doing? *She is playing dominoes with the kids.*
- Where are they sleeping? *In their sleeping bags*
- What happens during the night? *There is a thunder storm.*
- In the morning, where is the stove? *The stove is lost.*
- In the morning, where is the table? *It's hanging from a tree.*

Lesson 3

81

Vocabulary

floating	hanging	thunder storm
grandma	sleeping bag	wild
grandpa	supper	

CLIL:

Literature

D Read and circle the correct answer.

Ask students to look at the pictures and describe them. Ask them about the good and the bad things happening in the pictures. Read the text aloud along with the students. Then ask students to choose the correct answer. Invite a volunteer to share his / her answer. Check.

E Answer these questions in your notebook.

Read the instructions and check comprehension. Have students complete the activity in their notebooks. Monitor and help. Put students into pairs to share their answers. Check answers as a class. Ask students if they have ever gone camping and encourage them to tell their experiences. Have the listeners ask questions about their classmates' stories.


F Choose five words from *Wild Night in the Forest*. Write them on a piece of paper and tell your partner to spell them.

G  **Track 29** Listen and join in.

Oo and o are short and long.
Boom and soon and room are long.
Hot and dog and on are short.
Listen and say the words with me.
They're long and short as you can see.

H Write a short story about Mr. Lazy. Follow the example.

Mr. Lazy is very lazy. He isn't doing anything.
He isn't...



Go to page 60 in your Workbook and write an entry in your blog.

F Choose five words from the reading *a Wild Night in the Forest*. Write them on a piece of paper and tell your partner to spell them.

Read the instructions and check comprehension. Have students choose five words from the reading in exercise D. Then put students into pairs. Have them dictate their words to each other. Ask them to compare their words to see if they are correctly spelled. Invite some volunteers to come to the board and spell some words. Correct any mistakes.

G  **Track 29** Listen and join in.

Write *short* and *long* on the board. Below *short* write *o* and below *long* write *oo*. Say the sounds the letters represent and ask students to repeat them after you. Say some words that have these sounds. Play Track 29 and ask students to listen and read along. Then practice the chant without the audio. Correct any pronunciation mistakes. Play the track again and ask students to repeat after each line.

H Write a short story about Mr. Lazy. Follow the example.

Write *Mr. Lazy* on the board. Clarify the meaning of *lazy*. Ask: *What do you think Mr. Lazy is like?* Elicit what activities they think that Mr. Lazy does on a regular day. Put students into pairs. Have them write a story about him. Monitor and help. Put students into pairs to share their stories. Invite some volunteers to share their stories with the rest of the class.

Go to page 60 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Tell students to imagine they are going on a camping trip. Ask students to draw their camp site and some of the things they are doing. Then write about the things they are doing in the picture. Have students share their drawings with a partner and talk about the things they are doing.

PROJECT

Make Two Camping Cards

- 1 Get together with your project group.
- 2 Your group needs a sheet of colored construction paper. Cut it into ten cards.
- 3 Each member of the group takes two of the cards and draws a camping activity on each one: swimming, walking, cooking, eating, etc.
- 4 Turn the cards over. Put a check mark on the back of one of the cards. Put a cross on the back of the other card.
- 5 Put the cards in a pile, picture side up, in a pile on the desk. Play *Positive - Negative*.

I'm not eating a hamburger.



I'm swimming in the river.

- 6 Put your camping cards away for your final project.

Lesson 3

83

PROJECT

Material:

sheets of colored construction paper, scissors, pencils, and a ball

Explain that they are going to play a game. Divide the class into two teams. Write the team names on either side of the board at the top. Leave a space in the middle of the board to write a list of categories. Write the first category (*camping*). Tell them that you are going to throw a ball to a student. The student says a word related to camping. Then the ball bounces to the other team, and the first student quickly gives a word related to camping. When a student cannot answer, a point is given to the opposite team, and a new category is written on the board. The whole process is then repeated.

- 1 Get together with your project group.

Ask students to look at the project page. Read the instructions. Get the students together in the same groups of 5 as for the last project.

- 2 Your group needs a sheet of colored construction paper. Cut it into ten cards.

Give each group a sheet of colored construction paper. Instruct them in how to cut it into ten cards.

- 3 Each member of the group takes two of the cards and draws a camping activity on each one: swimming, walking, cooking, eating, etc.

Have each member of each group take two cards and draw a camping activity on each one.

- 4 Turn the cards over. Put a check mark on the back of one of the cards. Put a cross on the back of the other card.

When they are done, have them turn the cards over and put a check on the back of one of them and a cross on the other.

- 5 Put the cards in a pile, picture side up, in a pile on the desk. Play *Positive - Negative*.

Then have students play the game *Positive- Negative*. Monitor while they play.

- 6 Put your camping cards away for your final project.

Make sure everyone puts their cards in their portfolios to use later.

Vocabulary

doing making texting
 eating reading
 lying setting

A Moment to Ourselves

Say advantages and disadvantages about going to the beach.

Ask students the activities that they can do when they go to the beach. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Divide the board into parts, one for disadvantages and the other one for advantages. Elicit ideas from students and write them on the board.

Getting Started

Write a selection of letters on the board. Put students in groups of 3 or 4. Tell students that they are going to make up as many words as possible from the given letters. Provide one or two examples on the board for them. Give them a time limit. Then count how many correct words each team wrote. The team with the most correct words wins.

Lesson 4

Say advantages and disadvantages about going to the beach

A Track 30 Listen and complete the conversation.

Dad: What are you doing, honey?
Mom: I'm making hot cakes for breakfast.
Dad: What are you doing, Silvia?
Silvia: I'm texting my best friend.
Dad: And what's your brother doing?
Silvia: He's lying on his bunk bed, and reading a book.
Dad: Well, I'm setting the table.
 Come and help me Silvia and Dan!
Silvia and Dan: Oh Dad! We're on vacations!



B Role play in groups of three. Ask and answer. Follow the example. What are you doing, honey?

C Play Say or Out.

A What are you doing?

B I'm reading a book. What are you doing?

C I'm eating a chocolate. What are you doing...?

A Track 30 Listen and complete the conversation.

Point at the picture and ask students to describe what they see. Tell students they will listen to a conversation. Ask them to write the words that are missing. Play Track 30. Students listen and complete the conversation. Play the conversation again for students to check their answers. Then ask some volunteers to share their answers. Check and correct any mistakes.

B Role play in groups of three. Ask and answer. Follow the example.

Divide the class into groups of three. Ask them to practice the dialog from exercise A. Walk around the class and help with pronunciation as necessary. Invite some groups to perform the dialog for the whole class.

C Play Say or Out.

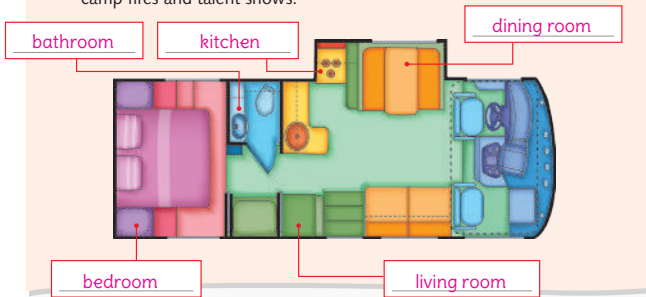
Ask students to sit in a circle. Tell students that they are going to take turns saying and miming an activity, for example: *I'm reading* and they mime as if they were reading a book. Monitor.

D Read the article and label the places in the map.

Vacations on Hot Wheels

Motor homes are very popular, especially for vacations. They are very comfortable inside. Most motor homes have a bedroom area with closets for clothes. They have a bathroom, with a separate shower, and a well equipped kitchen including a microwave. They have a dining room area and a living room area, too.

You can travel around in the day and stay at different trailer parks every night. Kids love vacations in mobile homes because they make a lot of friends in the different trailer parks. There are always family activities in the parks, like costume parties, singing around camp fires and talent shows.



E Underline True or False

- | | | |
|---|-------------|--------------|
| 1. Motor homes are popular to live in all year. | True | <u>False</u> |
| 2. They have a shower in the bathroom. | True | <u>False</u> |
| 3. There are places to put your clothes. | <u>True</u> | False |
| 4. Trailer parks are boring places. | True | <u>False</u> |
| 5. A motor home vacation is not fun for kids. | True | <u>False</u> |

F Design in your notebook your ideal motor home.

Lesson 4

85

Vocabulary

area	microwave	talent show
bedroom	mobile home	trailer park
comfortable	motor homes	travel
dining room	shower	

CLIL: Social Studies

D Read the article and label the places in the map.

Ask them if they have ever been in a motor home or if they would like to. Focus their attention on the picture and ask them to describe what they see to the student next to them. Then read the text aloud along with the students. Ask them to label the different places in the motor home map. Invite volunteers to share their answers. Check and correct any mistakes. Ask: *Why is it a good idea to travel with your family in a motor home?* Elicit ideas and discuss them.

E Underline True or False.

Read the instructions and check comprehension. Have them complete the activity. Monitor and help. Then ask some volunteers for their answers and check with the class. Ask students to correct the false statements. Check.

F Design in your notebook your ideal motor home.

Read the instructions aloud and check comprehension. Have them complete the activity. Monitor and help. Put students into pairs to share their designs. Then ask some volunteers to share their designs with the rest of the class.


- G** Read the article *Vacations on Hot Wheels* again and complete the words. Check your answers with a partner.

m _ o _ t _ o _ r _ h _ o _ m _ e _

1. k _ i _ t _ c h e n
2. _ e a d _ o t i _ o _ s.
3. d _ i _ n i _ n g _ r _ o _ o m
4. b _ a t _ h _ r _ o _ o _ k

- H**  **Track 31** Listen and repeat.

Tommy's teaching tennis tips in the trailer park.
What is that rabbit doing in that tent?
Twenty potatoes with butter and tomatoes are better than
fifteen tomatoes with no potatoes or butter.

- I**  Imagine that your best friend is on vacation in a trailer park. Text him/her four questions at different times of the day. Exchange books after each question to text the answers.

Message sent at 10:00 am

Message answered at 10:05 am

What are you doing now?

Answers will vary.

Message sent at 11:22 am

Message answered at 12:09 pm

Answers will vary.

Answers will vary.

Message sent at 5:16 am

Message answered at 5:48 pm

Answers will vary.

Answers will vary.

Go to page 63 in your Workbook and write an entry in your blog.

86


Unit 3 Having Fun

- G** Read the article *Vacations on Hot Wheels* again and complete the words. Check your answers with a partner.

Read the instructions and check comprehension. Then ask students to complete the activity. Monitor and help. Put students into pairs to share their answers. Have some volunteers share their answers with the rest of the class. Correct any mistakes.

- H**  **Track 31** Listen and repeat.

Tell students they are going to listen to a chant and identify the sound that is constantly repeated. Ask them not to read it in their books. Play Track 31 for students to listen. Elicit the sound that is repeated constantly (t). Elicit some of the words they heard and write them on the board. Then play the chant again and ask them to read and listen. Have them say the chant aloud. Correct any pronunciation mistakes. Invite volunteers to read the chant aloud to the class.

- I**  Imagine that your best friend is on vacation in a trailer park. Text him / her four questions at different times of the day. Exchange books after each question to text the answers.

Read the instructions and check comprehension. Put students into pairs. Then ask them to write the first question and then switch books and write an answer. Tell them to do this until all the texts are completed. Monitor and help. Have some volunteers share their texts with the rest of the class.

Go to page 63 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Tell students to imagine they are traveling in a mobile home. Have students draw a picture. Then, tell students to write to their best friend about their trip. Invite students to share their drawings with the class.

PROJECT

Making a Group Camping Flip Book

- 1 Get together in your project group.
- 2 You need four sheets of colored construction paper.
- 3 Stick your camp equipment cutouts on one sheet of paper. Write the words under the cutouts.
- 4 Stick your story *A Bear in the Campsite* on another sheet of construction paper.
- 5 Make a collage of your camping cards on another sheet of construction paper.
- 6 Design a cover for your *Camping Flip Book*. Write your names on it. Use sticky tape to join the papers together and make a flip book.
- 7 Show your project to the class. Tell your classmates what equipment you have on your camping trip. Read them your story. Talk about what people are doing on the camping trip.



Lesson 4

87

PROJECT

Material:

sheets of colored construction paper, pencils, colored pencils, glue, and tape

Form groups of five. Tell students that when you say *Go!* they have to write as many vocabulary words from the unit as they can. When you say *Stop!* they have to stop writing. The winner is the team that has more words without any spelling mistakes.

- 1 Get together in your project group.

Ask students to look at the project page. Read the instruction. Get the students together in the same groups of 5 as for the last project.

- 2 You need four sheets of colored construction paper.

Give each group four sheets of colored construction paper.

- 3 Stick your camp equipment cutouts on one sheet of paper. Write the words under the cutouts.

Have them stick their camp equipment cutouts on one sheet of paper and ask them to write the words under the cutouts.

- 4 Stick your story *A Bear in the Campsite* on another sheet of construction paper.

Have them stick their story onto another sheet of paper.

- 5 Make a collage of your camping cards on another sheet of construction paper.

Have them make a collage with their camping cards on another sheet of construction paper.

- 6 Design a cover for your *Camping Flip Book*. Write your names on it. Use sticky tape to join the papers together and make a flip book.

Ask them to design the cover for their book and write their names. Instruct them on how to put their books together using tape.

- 7 Show your project to the class. Tell your classmates what equipment you have on your camping trip. Read them your story. Talk about what people are doing on the camping trip.

Have the groups share their books with the rest of the class. Have them talk about the equipment, read their stories and describe about what the people are doing on the camping trip.

Lesson 5

Vocabulary

hiking boots	pajamas	sweater
jeans	pink	t-shirts
long	shorts	thick
new	sneakers	warm
old	socks	

A Moment to Ourselves

Why do children feel homesick?


Explain what *homesick* is. Elicit some examples of situations where students might feel like that and why. Discuss their answers with them.




Getting Started

Have students sit in a circle on their chairs. Tell them you will play *Change Places*. You start. Say: *Change places if you are wearing blue socks* (Try to choose something not everyone is wearing.). Students wearing that item change places. As soon as the students stand up, sit down on one of the chairs. The student that can't sit down has to give a command for the rest to switch places.




Lesson 5

Why do children feel homesick?

A  **Track 32** Read and listen.

Mom: What are you packing for summer camp, Jessie?
Jessie: I'm packing my pink shorts and my blue jeans and five T-shirts.
Mom: Good! Don't forget a thick sweater.
Jessie: OK. And I'm packing my blue sneakers and two pairs of warm socks, too.
Mom: What are you packing, Eddie?
Eddie: I'm packing my old shorts and my new T-shirts. And I'm packing my long sweater - the gray one!
Mom: What about shoes?
Eddie: My new sneakers and my boots for hiking.
Jessie: That's everything!
Mom: Hey you two! What about pajamas?

Circle Jessie's clothes in red and Eddie's clothes in blue.

Blue sneakers
Old shorts
Warm socks

B Talk about what Jessie and Eddie are packing.

Jessie is packing her pink shorts.

88

Unit 3 Having Fun

A Track 32 Read and listen.

Teach key vocabulary by pointing to pictures, saying the words and asking students to repeat (*these are shorts / these are sneakers / this is a sweater / these are socks / these are hiking boots / this is a t-shirt*). Tell students they are going to listen to and read a conversation. Play Track 32. Have students listen and read the conversation. Encourage them to point to the pictures. Then students circle Jessie's clothes in red and Eddie's clothes in blue. Then play the conversation again for them to underline the words to say the different clothes that are in the pictures.

Cross-Check

Read the information in the box and discuss it. Then say some examples using adjectives by making statements and asking questions about the clothes they are wearing. Write complete sentences on the board and underline adjectives and nouns. Emphasize that in English we use the adjective before the noun.

B Talk about what Jessie and Eddie are packing.

Read the instructions and example along with students. Put students into pairs to talk about what Eddie and Jessie are packing. Monitor while they work. Have some volunteers share their ideas with the rest of the class.

C Read and circle the correct answer.

Summer Camps: A Great Chance for You to Make New Friends

Summer camps are very popular in the United States. Kids go to summer camp without their parents. Some children get homesick, but there are a lot of fun activities at summer camp. Children sleep together in cabins or tents. Typically, they wake up early and have breakfast. Then they clean up their cabin or tent. There are always three activities in the morning, like kayaking, swimming and going for a walk. Then it's time for lunch. Lunch is a picnic. There are three more fun activities in the afternoon, and then dinner back in the camp. There is always a lot of fun and laughter at dinner. Besides it's time to read letters from home or write them. Later, it's time for bed. Children make a lot of new friends from all over the country at summer camp. There are international summer camps, as well.



Children at summer camp have lunch... a) inside. **b) outside.**

D Write five fun activities that stop children from getting homesick at summer camp.

1. _____ *Answers will vary.*
2. _____ *Answers will vary.*
3. _____ *Answers will vary.*
4. _____ *Answers will vary.*
5. _____ *Answers will vary.*

E Draw in your notebook three fun things you can do in a summer camp.

Lesson 5

89

Vocabulary

clean up	homesick
country	kayaking
dinner	picnic
great chance	wake up
have breakfast	

CLIL:

Social Studies

C Read and circle the correct answer.

Ask students if they have ever been away from home for a long time, like going to a summer camp or something similar. Ask them if they missed their parents / house / pets, etc. Then ask them about the things they learned at summer camp and if they made friends. Tell children that they are going to read a text about summer camps. Ask them to read the text and to circle where children at summer camp have lunch (*outside*). Check answers as a class.

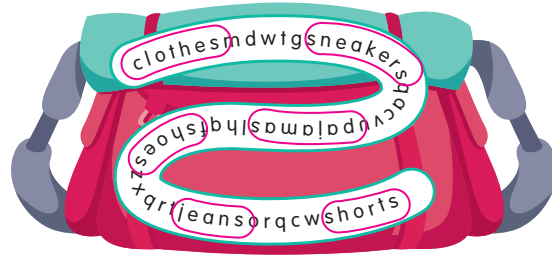
D Write five fun activities that stop children from getting homesick at summer camp.

Read the instructions and check comprehension. Have students make a list of the five activities. Monitor and help. Put students into pairs to share their lists. Invite some volunteers to share their activities and write them on the board. Ask them to think of more fun activities that can keep them having fun at a summer camp.

E Draw in your notebook three pictures of fun things you can do in a summer camp.

Read the instructions and check comprehension. Have students do the activity individually. Then put students into pairs to share their drawings and to describe the activities they are doing in each. Invite some volunteers to share their drawings with the rest of the class.

F Find the words in the backpack.



G Listen and circle all the /sh/ sounds. Then, listen again and say.

Shirley has shorts and shirts and shoes.
Shampoo and shades on the Shanghai ship.

H Work with a partner and write a list of five articles of clothing necessary for a trip to a summer camp. Then compare your list with a different couple. What articles do you have in common? Follow the example.

Warm socks

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

Go to page 66 in your Workbook and write an entry in your blog.

F Find the words in the backpack.

Ask them to look for things that they can take to summer camp. Have them circle the words. Elicit the answers. To make a list on the board ask them to spell out the words for you.

G Listen and circle all the /sh/ sounds. Then listen again and say.

Tell students they will hear two tongue twisters and they have to circle all the /sh/ sounds they hear. Read the tongue twisters twice for students to circle the sound. Ask some volunteers to share the words that have the /sh/ sound. Check and correct any pronunciation mistakes. Ask students to repeat after you. Read the tongue twisters again and have students repeat. Have the class read the tongue twisters by themselves. Correct any pronunciation mistakes.

H Work with a partner and write a list of five articles of clothing necessary for a trip to a summer camp. Then compare your list with a different couple. What articles do you have in common? Follow the example.

Read the instructions and check comprehension. Put students into pairs and have them do the activity. Monitor while they work. Then have them share their items with a different pair to see what articles they have in common. Invite a volunteer from each group to share the articles they have in common.

Beginners	Fast finishers
Tell students they can use their Pictionary to complete the activity.	Have students write the words as fast as they can.

Go to page 66 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Encourage students to say what they like doing in summer. Tell students to imagine they go to a summer camp at the beach. Have them draw a perfect summer camp at the beach. Invite students to share their drawings with their classmates.

PROJECT

Make an Envelope Hold-All of Clothes for Summer Camp

- 1 What clothes do you need for summer camp? Make a list.
- 2 Draw pictures of the clothes, color them and cut them out.
- 3 What color is your summer camp hold-all? Color your envelope.
- 4 Cut out strips of construction paper. Color them. Glue them onto the envelope hold-all to make straps.
- 5 Start packing your clothes. Tell the class what you are packing. Show them all your clothes.

You need:

- An envelope
- Construction paper
- Pencil
- Colored pencils
- Scissors



I'm packing my pink sneakers.

- 6 Put your hold-all away to use later.

Lesson 5

91

PROJECT

Material:

envelopes, construction paper, pencils, colored pencils, and scissors

Ask students to make a circle. Play music, have the children move in place or if there is space, have them dance around the room. Every few minutes stop the music and the students have to stay still in whatever pose they were in when the music stopped. If they move, they have to sit down and lose a turn.

- 1 What clothes do you need for summer camp? Make a list.

Ask students to look at the project page. Read the instructions. Have students make a list of clothes they need for summer camp. Monitor and help.

- 2 Draw pictures of the clothes, color them and cut them out.

Ask them to draw pictures of the clothes in their lists and cut them out.

- 3 What color is your summer camp hold-all? Color your envelope.

Have them color their envelopes.

- 4 Cut out strips of construction paper. Glue them onto the envelope hold-all to make straps.

Show them how to cut out strips of construction paper to make straps.

- 5 Start packing your clothes. Tell the class what you are packing. Show them all your clothes.

Ask them to color the strips and glue them to the envelope. Organize a small show and tell where students come to the front and show the class what they are packing.

- 6 Put your hold-all away to use later.

Make sure everyone puts their envelopes in their portfolios to use later.

Lesson 6

Vocabulary

chopsticks	plastic glasses
forks	plates
numbers 1-40	set the table

A Moment to Ourselves

Do you like having parties? Why?

Ask students when was the last time they went to a party. Ask students to say what they do at parties: activities, food, music, etc. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Elicit the reasons why they like or don't like to have parties. Discuss their ideas with them.

Getting Started

Play *Word ladder*. Write a word on the board. Then have a student say a word that starts with the last letter of the word you wrote. Write it on the board. The next student says a word that starts with the last letter of that word. Continue the game until everyone has participated at least once. Words can't be repeated. If you get stuck (you can't make more words) have a student start the game again.

Lesson 6

Do you like having parties? Why?

A  **Track 33** Listen and read. Then, write the words under the pictures.

Roland: Kenny and Jinjing! Please help me to set the table for the party.

Kenny: OK Roland. Come on Jinjing!

Jinjing: Let's start with the plates. How many kids are there?

Roland: Forty.

Kenny: Here are the plates. Let's count them.

Jinjing: Ten...Twenty...Thirty...

Kenny: 31, 32, 33, 34, 35. We need five more plates, Roland.

Roland: Over there on the shelf.

Kenny: Oh yes! 36, 37, 38, 39, 40! 40 plates! Now 40 plastic glasses and forks, Jinjing.

Jinjing: Got them! We use chopsticks at home!

Kenny: Chopsticks! Wow!



plates



plastic glasses




plastic forks



chopsticks

92

Unit 3 Having Fun

A  **Track 33** Listen and read. Then, write the words under the pictures.

Teach key vocabulary by pointing to the pictures saying the words and asking students to repeat them. Tell students they will hear a conversation between two women and a man. Play Track 33. Students listen and read the conversation. Then ask students to write the names of the things in the pictures. Invite some volunteers to share their answers. Check and correct any mistakes.

B Read and answer the questions.

What Do People Use to Eat?

In the West, we eat with knives and forks.
In Asia people don't use knives and forks.
They use chopsticks.
But, how do they work? Read on and find out!
Hold one chopstick between your middle finger
and your thumb.
Now, hold the second chopstick between your
index finger and thumb.
Pick your food up and eat it. It's easy. Practice
with two pencils.



- Where do people use knives and forks?
In the West
- Where do people use chopsticks?
In Asia
- How many chopsticks do people use?
Two
- Circle the country where people don't use chopsticks:
a) China b) Japan c) France

C Write the missing numbers and say them. Then, solve the problem. Follow the example.

30. Thirty
31. Thirty-one 36. Thirty-six
32. Thirty-two 37. Thirty-seven
33. Thirty-three 38. Thirty-eight
34. Thirty-four 39. Thirty-nine
35. Thirty-five 40. Forty

Thirty chopsticks + Ten chopsticks = Forty chopsticks.

Lesson 6

93

Vocabulary

Asia	knives	West
between	middle finger	
index finger	thumb	

CLIL:

Social Studies

B Read and answer the questions.

Point to the photograph and ask *What are the sticks for? Who uses them?* Show students one of your hands and point to each finger while you say their names, ask students to put out one of their hands and repeat: *thumb, index finger, middle finger, ring finger, pinky.* Read the text aloud along with the students. Have students mime the use of chopsticks with a couple of pencils, tell them to follow your lead. Then ask students to answer the questions. Put students into pairs to compare their answers. Invite some volunteers to share their answers. Check.

C Write the missing numbers and say them. Then solve the problem. Follow the example.

Write numbers from 1 to 40 on the board. Write next to numbers 1 to 10, and 20, 30 and 40 the words for them, for example: 1 - one, 2 - two, and so on. Then point to numbers 20 and ask students to say the number, then point to number 21 and point to 20 and then to number 1 for them to make the combination of numbers to say it. Write the words for the numbers as they say them. Do the same up to number 29. Then for numbers 31 to 40 have volunteers come to the board to write the words for the numbers while you say them aloud. Correct any spelling mistake. Practice pronunciation and have them copy the numbers in their books.

D Write the words.

1  forks

2  plates

3  chopsticks

4  four

5  one

E Listen and join in. Then, think of two more words that start with the /ch/ sound.

In China they use chopsticks.
Where are the chopsticks that children in China use?

F Solve the problems. Then, write two more in your notebooks for your friends.

- Thirty five minus two = thirty-three
- Seven times seven = forty-nine
- Forty divided by twenty plus thirty five = thirty-seven

Go to page 69 in your Workbook and write an entry in your blog.

D Write the words.

Beginners	Fast finishers
Point to the pictures and elicit the words. Have them write them down.	Ask students to write the words as fast as they can. Have them raise their hands when they finish. Check.

E Listen and join in. Then, think of two more words that start with the /ch/ sound.

Tell students you will say a tongue twister and they have to repeat it. Say the tongue twister. Say the tongue twister again for students to listen and repeat. Then start a small class discussion by prompting students to share other words they can think of that have the /ch/ sound. Have students say the tongue twister aloud. Correct any pronunciation mistakes. Invite volunteers to read the tongue twister aloud to the class.

F Solve the problems. Then, write two more in your notebook for your friends.

Read the instructions and check comprehension. Have them complete the activity. Monitor and help. Check answers as a class. Then ask students to write two more similar problems in their notebooks. Put them into pairs to switch their notebooks and to complete the problems. Invite some volunteers to share their answers. Check answers as a class.

Go to page 69 in your Workbook and write an entry in your blog.

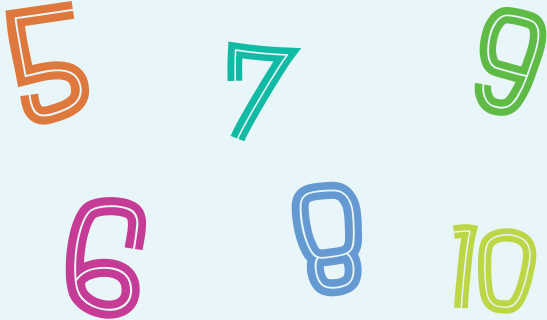
This activity is optional. It can be done for homework. Tell students to think of numbers in their life. Have students write a number and then explain what it means to them.

PROJECT



Make a Summer Camp Number Game

- 1 Work in groups of eleven.
- 2 Make a number card (0 to 10). Within your group don't make two cards of one number.
- 3 Stand with your number. Listen to your teacher and play.
- 4 Put your number carefully away to use in the final project.



Lesson 6

95

PROJECT

Material:

pencils, colored pencils, construction paper/
cardboard or sheets of paper

Divide the class into groups of 6. Tell students that for this game there needs to be no talking among team members before or during the game. Have the teams line up behind each other facing the board. Tell them that they need to take turns coming to the board and write one word to write a sentence. The objective is for a team to be the first to make a sentence that makes sense.

1 Work in groups of eleven.

Ask students to look at the project page. Read the instruction. Form groups of eleven.

2 Make a number card (0 to 10). Within your group don't make two cards of one number.

Have each group cutout and make 11 cards numbered 0 to 10. Make sure you are not repeating numbers.

3 Stand with your number. Listen to your teacher and play.

Have each member of the group stand up holding one of the cards. Tell them you are going to say a number and the students with those numbers in their cards have to sit down as quickly as they can. Then, you are going to say another number and they have to stand up and the students with the number you say have to sit down. You can say one, two or three numbers at the same time. The students who make a mistake, leave the game.

4 Put your number carefully away to use in the final project.

Make sure everyone puts their numbers in their portfolios to use later.

Lesson 7

Vocabulary

afraid of	feast	opening
banging	frightened	standing
bunk beds	laughing	tapping
cabin	midnight	window
coming	night time	whispering

A Moment to Ourselves

What are you afraid of? Why?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Elicit some examples of things that frighten them and make a list on the board. Discuss the list with them.

Getting Started

Play *Odd Word Out*. Divide the class into two groups. Ask each group to make a list of 5 groups of words. Each group has 4 words and one word should not be related to the other 3. When they finish, switch papers and have the other group choose the odd one out.

Lesson 7

What are you afraid of? Why?

A  **Track 34** Read and listen. Then, circle the correct answer.

It's night time. Greg, Liam, Mike and Reggie are in their cabin. They are asleep. BANG! BANG; "What's that?" Greg and Liam sit up in their bunk beds. "Who's making that banging noise?" Greg asks. "I don't know!", says Liam. TAP, TAP, TAP.

"Who's tapping on the window?" Greg asks. "I don't know", says Liam.

Now Mike and Reggie are awake. Mike looks out of the window. "Look! There's a shadow! Who's standing by the tree?", he asks. "And who's whispering? Is it you?", asks Reggie. "No, it's not me!", says Greg. Now the four boys are very frightened!

"What's that noise? Who's laughing? The door is opening... Who's there?" The boys see Tricia and Karen! They are coming into the cabin. "Don't be afraid", says Tricia. "It's only us!", says Karen. "Look! We have 36 cookies. Let's have a midnight feast!"



There are (4) (5) (6) cookies for each child.


Who's making that banging noise?
Not me!

B  Play the game *Noises in the Dark*. Close your eyes. Ask and guess. Follow the example.

Who's making that tapping noise?
Mateo is!

96


Unit 3 Having Fun

A  **Track 34** Read and listen. Then circle the correct answer.

Tell students they will listen to a story. Play Track 34 for them to listen and read. Ask students to say what the story is about. Then ask students to answer the problem. Invite a volunteer to share his / her answer and check as a class.

Cross-Check

Read the information in the box. Ask students to identify a similar question in the story in exercise A. Then give them some examples of similar questions, but try to contextualize your examples to enhance better understanding of the structure.

B  Play the game *Noises in the Dark*. Close your eyes. Ask and guess. Follow the example.

Put students in groups of 3 or 4. Explain how the game *Noises in the Dark* works. Tell them that all of them need to close their eyes with their heads on their desks without cheating. You will tap on one student's shoulder and that student has to open the eyes and make a sound. And then you will ask: *Who's making that sound?* The rest of the class has to guess the maker. Then the student who made the sound stands up and does exactly what you did.


C Read and circle the best title for the article.

Scary Objects

How to Stop Being Frightened

Children are frightened of real things like strangers, jumping dogs and thunder and lightning. Why? Because they have no control over these things. Besides, children have very active imaginations. So they are also very frightened of imaginary things. What things? Many children are frightened of the dark. These children sleep with the light on. They are frightened of monsters or enormous animals under their beds. Of course no real monster or real animal is hiding under the bed! But in the child's imagination they are. They are also frightened of things that go banging in the night! It's probably a door banging shut. In the day that isn't frightening, but in the night it is.

What are you frightened of? What are your brothers and sisters frightened of?



D Find the words in the text and write them under the pictures.



monster



jumping dog



thunder and lightning

E In your group talk about what things children are afraid of. Write two sentences in your notebook to add to the website.

Lesson 7

97

Vocabulary

bang	imagination	strangers
hiding	monsters	thunder
imaginary	scary	

CLIL:

Social Studies

C Read and circle the best title for the article.

Read the two possible titles: *Scary Objects* and *How to Stop Being Frightened*. Tell them to imagine what a text with each title might be about. Elicit ideas. Then tell them to read the text in silence and to choose the best title for the text. Have students compare their answers with a partner. Monitor and check answers. Additionally, you can ask some comprehension questions.

D Find the words in the text and write them under the pictures.


Read the instructions and check comprehension. Have them complete the activity. Put students into pairs to compare their answers. Invite some volunteers to spell out the words while others write them on the board. Check pronunciation.

E In your group talk about what things children are afraid of. Write two sentences in your notebook to add to the website.

Read the instructions aloud with students. Start a small class discussion about the things children are afraid of. Then ask students to write two sentences in their notebooks about the things children are afraid of. Invite some volunteers to share their sentences.

F Listen and write the words. Then, ask your partner to repeat them.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

G  **Track 35** Listen and join in. Chant Sounds.

Sounds

There are words that sound just like the sound.
 There are lots of these words if you look around.
 There's **knock** and **tap** and **bang, bang, bang**.
 There's **whisper** and **pop** and **clang, clang, clang**.
 There are words that sound just like the sound.
 There are lots of these words if you look around.

H Write a short play called *Sounds in the Night*.




Go to page 72 in your Workbook and write an entry in your blog.

F Listen and write the words. Then, ask your partner to repeat them.

Read the instructions along with students. Tell them you will say some words and they have to write them. Choose 5 words from the unit. Put students into pairs. Ask them to say the words aloud to their partner. Monitor while they work. Correct any pronunciation mistakes. Invite some volunteers to come to the board and write the words. Correct any mistakes.

Beginners	Fast finishers
Put students into pairs (one advanced and one beginner student) to check their words. Have them repeat the words aloud.	Have students write the words on the board.

G  **Track 35** Listen and join in. Chant Sounds.

Tell students they are going to listen to a chant. Ask them to listen and identify what it is about (*It's about words for describing sounds.*). Play

Track 35. Elicit answers. Play the chant again for students to listen and repeat. Encourage the class to say the chant without the audio. Correct any pronunciation mistakes. Invite some volunteers to say the chant aloud.

H Write a short play called *Sounds in the Night*.

Read the instructions and check comprehension. Tell students that a play is a story with dialogs. Ask them if they have ever seen a play at a theater. Then ask them to get into pairs to write a play. Monitor and help. Check grammar and spelling mistakes.

Go to page 72 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Ask students to say what they are afraid of. Tell students to write a scary story about that. Tell them to illustrate it. Have students share their stories and drawings with the class.

PROJECT

Make a Museum Exhibit of Scary Things

- 1 Get into your project groups.
- 2 Talk about things that are scary, like spiders, ghosts, vampires, wild animals and bats. Make a list of scary things.



- 3 Draw pictures of the scary things. Color the pictures and cut them out.
- 4 Write the scary words on cards.
- 5 Display your scary pictures on a table. Label the scary pictures with the scary word cards. Tell the class about the scary things in your exhibition.



Many children are frightened of monsters.

- 6 Put your pictures carefully away in your portfolio for use in the final project.

Lesson 7

99

PROJECT

Material:

sheets of paper or construction paper, pencils, colored pencils, and scissors

Play *Four Corners*. Number each corner of the room. Invite a volunteer to remain on his / her seat and to close his / her eyes and to count aloud from ten to zero. Meanwhile, the other students tiptoe silently to any one of the four corners of the room. Everyone must be in a corner by the time the student counting aloud says "zero" and points to one of the corners. Students in that corner are out and return to their seats. The other students redistribute themselves and volunteer counts again. The game continues until one student is left.

- 1 Get into your project groups.

Ask students to look at the project page. Read the instructions. Have students get into their project groups.

- 2 Talk about things that are scary, like spiders, ghosts, vampires, wild animals and bats. Make a list of scary things.

Ask students to discuss things that are scary and make a list. Tell students to organize themselves within their teams so that only one person writes down the list with all the members ideas. Monitor and help with vocabulary.

- 3 Draw pictures of the scary things. Color the pictures and cut them out.

Have them draw and color pictures based on their lists and cut them out.

- 4 Write the scary words on cards.

Have students write the scary words on cards. Remind students to be careful with their spelling.

- 5 Display your scary pictures on a table. Label the scary pictures with the scary word cards. Tell the class about the scary things in your exhibition.

Ask them to display their pictures with their labels on a table. Ask students to talk about the scary things in their exhibitions.

- 6 Put your pictures carefully away in your portfolio for use in the final project.

Make sure everyone puts their pictures and cards in their portfolios to use later.

Lesson 8

Vocabulary

amusement park	looking
carousel	sneakers
find	trip
ice cream cones	

A Moment to Ourselves

What don't you like about vacations?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Have students get into pairs to discuss their answers. Then ask some volunteers to share the things they don't like about vacations with the rest of the class.

Getting Started

Use vocabulary you've covered in previous lessons. Sit one student at the front of the board facing the class. Make sure the student can't see the board. Write a word on the board. Ask the other students to help the student at the front to guess the word on the board. They do this by giving clues but they can't use the word itself. They can describe the word, but they can't say it.

Lesson 8

What don't you like about vacation?

A Read and answer the question.

Jenny and her cousin Joel are at summer camp. Today, they're on a day trip to the Happy Kids' Amusement Park. They are looking for their friends.

- Jenny:** Where's Diana?
Joel: She's over there. She's looking at the Happy Kids' T-shirts. Where's Sammy?
Jenny: I don't know. Who's that coming down the slide?
Joel: It isn't Sammy. Oh! Red sneakers! It's Michael. He has red sneakers.
Jenny: Who's going round on the carousel?
Joel: Er... Ruby... and Jonathan, too.
Jenny: There's Roland! Wow! There are a lot of ice cream cones, Roland.
Roland: There are forty! One for all of you. Where are the others?
Joel: We don't know!

CRASH! WHOOPS!

- Jenny:** Oh no! The ice cream cones!
Roland: Let's go and buy more! Then, let's go find the others!



Who is at the ice cream stand? Roland

B Ask and answer about summer camp kids. Follow the example.

*What are Jenny and Joel doing?
They're looking for their friends.*

C In your notebook draw a picture of yourself, or a classmate, doing something at the amusement park. Put all the drawings on the board.

100

Unit 3 Having Fun

A Read and answer the question.

Point at the picture and encourage children to describe it. Tell students you will read a short story and they need to say what it is about. Read the story aloud for them. Elicit their ideas and ask them if they like the story and why. Then ask students to answer the question. Check answers as a class.

B Ask and answer about summer camp kids. Follow the example.

Read the instructions and check comprehension. Have some volunteers read the sample question and answer. Provide another example. Then put students into pairs to talk about the kids in activity A. Monitor and help.

C In your notebook draw a picture of yourself, or a classmate, doing something at the amusement park. Put all the drawings on the board.

Read the instructions and check comprehension. Have them complete the activity. When they are done, put all the drawings on the board. Then start a small class discussion about what's happening in each drawing.

D Read and circle the correct answer.

Your dreams will come true!

Come to Disney World in Florida. It's the biggest amusement park in the world. 52.5 million people visit Disney World every year! It is enormous. The Magic Kingdom is waiting for you! Kids love the carousels, the slides, roller coasters and all the rides there. Disney World has many other attractions too, like Disney's Animal Kingdom, Buzz Lightyear's Space Ranger's Spin, Cinderella's Castle and Epcot Center.

Come to Disney World and you can meet Peter Pan, Mickey Mouse, Captain Jack Sparrow and all your favorite movie friends. Have dinner with the Disney princesses, too. Kids all over the world love Disney World.

Stay in one of our famous hotels. Make your reservations now! Special prices for children's groups!



This text is... **a) an article about Disney World.**
b) an advertisement for Disney World.

E Answer these questions in your notebook.

1. How many people visit Disney World every year? **52.5 million people**
2. What sounds exciting? Why? **Answers will vary.**
3. Which amusement park do you like in your country? **Answers will vary.**

F Write a short advertisement for Amusement Park.

Location:	_____	Answers will vary.
Main attractions:	_____	Answers will vary.
Special offers:	_____	Answers will vary.
Price:	_____	Answers will vary.

Lesson 8

101

Vocabulary

advertisement	exciting	movie
biggest	hotels	slides
enormous	million	special

CLIL: Social Studies

D Read and circle the correct answer.

Write on the board *amusement park*. Then ask students to look at the picture and say what an *amusement park* is. Ask them if they like to go to this type of park. Elicit their reasons. Ask them to mention some of the things they like the most about these places. Then read the text aloud along with the students. Ask them to complete the statement below the text. Check answers as a class. Then ask them to read again, but this time in silence and have them underline the type of attractions mentioned. Elicit answers and have students vote on their favorite attraction.

E Answer these questions in your notebook.

Read the instructions and check comprehension. Have them write the answers in their notebooks individually. Monitor while they work and help with vocabulary. Put students into pairs to share their answers. Check answers as a class.

F Write a short advertisement for Amusement Park.

Read the instructions and check comprehension. Have students complete the activity individually. Put students into pairs to talk about their advertisements. Invite some volunteers to share their advertisements with the rest of the class. Ask students to vote on the best three ads.

G Listen and write the words.



1 carousel



2 slide



3 roller coaster



4 carousel horse



5 castle

H Track 36 Listen and repeat.

As in amusement, **A** is the most common sound in English.

It's the sound at the beginning of: **a**ttention, **a**musement and **A**merica.

It's also the sound when you say: **a** slide, **a** carousel, **a** roller coaster, **a** ride.

- I** Work with a partner. Imagine that four people are doing different things in an amusement park. Give them names. Then, write four questions and answers.

Where is Martha?

She is buying an ice cream.

Go to page 75 in your Workbook and write an entry in your blog.

102

Unit 3 Having Fun

G Listen and write the words.

Tell students you will dictate some words for them to write down. Say the words: *carousel, slide, roller coaster, horse, castle* in disorder so that students have to write the words below the correct pictures. Then ask some volunteers to come to the board and write the words. Have students correct spelling mistakes.

H Track 36 Listen and repeat.

Tell students they listen to a chant. Play Track 36 for students to listen. Play the chant again for students to listen and repeat. Ask: *What's the sound described in the chant? (A)*. Have the class say the chant without the audio. Correct any pronunciation mistakes. Invite some volunteers to say the chant by themselves.

- I** Work with a partner. Imagine that four people are doing different things in an amusement park. Give them names. Then, write four questions and answers.

Read the instructions and questions along with students. Make sure everyone understands them. Put students into pairs. Have them complete the activity. Monitor and help. Then invite the pairs to share their questions and answers with the rest of the class.

Go to page 75 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Tell students to write an advertisement about a super vacation place that they know. Tell them they can use some ideas from the amusement park advertisement in their book. Have them draw or cut and paste a picture of the place. Then, invite students to share their drawings with the class.

PROJECT

Draw a Picture of a Scary Ride for the Happy Kids' Amusement Park

- 1 Get into your project groups.
- 2 Draw a train with a lot of little wagons. Color the wagons in different colors. Draw people in the wagons.
- 3 Glue your scary pictures jumping out at the wagons and coming down on top of the figures in the wagons.
- 4 Write noise words that sound scary on white paper. Cut the words out and stitch them on your scary ride poster.
- 5 Tell the class about your summer camp, the clothes you have, your summer camp game and the scary ride you're on right now at the Happy Kids' Amusement Park.

You need:

- Construction paper
- A marker
- White paper
- Scissors
- Glue

We're riding on this scary ride.



A ghost is jumping on us!

Lesson 8

103

PROJECT

Material:

construction paper, a marker, white sheets of paper, scissors, and glue

Form pairs. Ask students to stand up facing each other at arm's length. One student says a vocabulary word from the unit, and both students clap 3 times after each word or phrase. Then the other student says a word or phrase, and both students clap 3 times. Tell students they have to use vocabulary seen in this unit. The game continues until one student is unable to say more words.

1 Get into your project groups.

Ask students to look at the project page. Read the instructions. Have students get in their project groups.

2 Draw a train with a lot of little wagons. Color the wagons in different colors in different colors. Draw people in the wagons.

Ask them to draw a train with a lot of wagons and color them in different colors. Ask them to draw people in the wagons.

3 Glue your scary pictures jumping out at the wagons and coming down on top of the figures in the wagons.

Have them glue the scary pictures (They made these before and should be in their portfolio.) jumping out at the wagons and coming down on top of the people they drew in the wagons.

4 Write noise words that sound scary on white paper. Cut the words out and stitch them on your scary ride poster.

Have them write scary noise words on white sheets of paper. Ask them to cut them out and stick them on their scary ride poster.

5 Tell the class about your summer camp, the clothes you have, your summer camp game and the scary ride you're on right now at the Happy Kids' Amusement Park.

Ask each group to come to the front of the classroom and talk about their summer camp, their clothes, the game and the scary ride they made. Tell them to read the example dialog provided in their books.

Review 3

A What are these people doing?



1 reading



2 building



3 playing



4 fishing

B Look at the information and write the correct sentences.

1. We / eating breakfast We / taking pictures

We aren't eating breakfast.

We're taking.

2. He / setting / the table He / watching TV

He isn't setting the table.

He is watching TV.

3. I / swimming / in the ocean I / playing volleyball

I'm not swimming in the ocean.

I'm playing volleyball.

C Unscramble the conversation. Then, practice the dialogue with a partner.

A. you What doing are What are you doing?

B. friend my texting I'm I'm texting my friend.

A. doing Billy What is What is Billy doing?

B. riding horse-back He's He's horse-back riding.

A What are these people doing?

Point at the pictures and ask: *What are they doing?* Tell students to answer the question by writing the action on the lines provided. Invite some volunteers to act out the activities in each of the pictures. Ask other volunteers to say the words aloud.

B Look at the information and write the correct sentences.

Invite a volunteer to read the instructions aloud. Focus students' attention on the activity. Point out that the phrases with a cross mean *negative form* and phrases with a check mean *affirmative form*. Tell them to write sentences accordingly. Have students complete the activity. Monitor and help. Invite some volunteers to come to the board and write their answers. Check.

C Unscramble the conversation. Then, practice the dialogue with a partner.

Focus students' attention on the activity. Read the instructions along with students. Have students complete the activity individually. Monitor and help. Put students into pairs to compare their dialogues. Invite some volunteers to share their answers. Check. Then, ask students to practice the dialogue with their partner. Monitor and correct any mistakes.

D Complete the puzzle.

E Unscramble the sentences. Then, repeat them out loud.

- my / packing / I'm / pajamas / red
I'm packing my red pajamas.
- eating / strawberry / a / She's / ice cream
She's eating a strawberry ice cream.
- boots / She / has / comfortable
She has comfortable boots.
- on / big / We're / the / slide / playing
We're playing on the big slide.

F Complete the sentences.

- Who is using chopsticks? Jenny is.
- Twenty nine + five = Thirty-four.
- Who is tapping on the window? I don't know.
- Twenty eight + twelve = Forty.

Review 3 105

D Complete the puzzle.

Point at the pictures and elicit the names for the clothes. Have students complete the activity. Monitor and help. To check answers, have some volunteers spell out the words. Write them on the board. Check.

E Unscramble the sentences. Then, repeat them out loud.

Read the instructions. Have students complete the activity. Monitor and help. Invite some volunteers to come to the board and write their sentences. Check and correct any mistakes. Then, have different students read the sentences aloud. Correct any pronunciation mistakes.

F Complete the sentences.

Read the instructions. Tell students to write the missing words. Have students complete the activity. Monitor and help. Invite some volunteers to share their answers. Check.

Sorting Things Out

Vocabulary

sandals swimsuit
socks towel

A Moment to Ourselves


Why do you have to be careful with your things?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Elicit some children ideas and talk about them.

Getting Started


Divide the class into groups of 3 or 4. Write on the board: *Clothes*. Ask students to write as many words as they can relate to clothes. Set a time limit. When the time limit is over, ask a volunteer from each group to come to the board and write their words. Check spelling.

Lesson 1




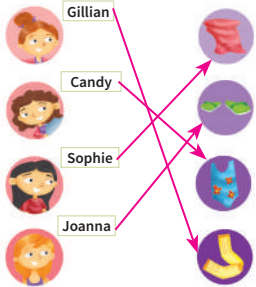
Sorting Things Out


Why do you have to be careful with your things?

A  **Track 37** Listen and read. Then match.

Teacher: Whose towel is this?
Gillian: It's Sophie's.
Teacher: Sophie, here's your towel.
Sophie: Thank you, Miss Carter.
Teacher: Whose sandals are these?
Rudy: They're Joanna's.
Teacher: Joanna, here are your sandals. And whose swimsuit is that?
Harriet: It's Candy's.
Teacher: Candy, don't forget your swimsuit! And whose socks are those?
Gillian: Oh! They're mine!
Teacher: Listen girls. It is not my responsibility to look after your clothes. It is your responsibility.





B  In groups, put three of your personal possessions on the table. Write your name on three pieces of paper and stick them on your possessions. Take turns asking and answering. Follow the example.

Whose pencil is this?
It's Pablo's.

Whose towel is this?
It's Rudi's.


106
Unit 4 Sorting Things Out

A  **Track 37** Listen and read. Then match.

Have some volunteers describe what is happening in the scene. It's a good opportunity to pre-teach some vocabulary to describe the things they can see. Then say the names of the girls. Play Track 37. Elicit the things mentioned and write them on the board. Play the track again and ask students to match the girls to their clothes.

Cross-Check

Read the information in the box. Ask students to find examples of the question and the answer in the box in the conversation from exercise A. Then go around the classroom and pick up an item from a student's desk and ask: *Whose pen is this?* Elicit the answers. Repeat this a few times.

B  In groups, put three of your personal possessions on the table. Write your name on three pieces of paper and stick them on your possessions. Take turns asking and answering. Follow the example.

Read the instructions and check comprehension. Put students in groups of 3 or 4. Ask them to write their names on three pieces of paper and stick them on their possessions. Model the activity with some volunteers.. Then have students ask and answer.

C Read and underline the correct answer.

How not to Lose your Things at School

- ✓ Know what you need at school each day. Don't take extras to school!
- ✓ So you lose your lunch box at school? Don't expect your mom to buy you a new lunch box! Take your lunch to school in a freezer bag with your name on it!
- ✓ It's PE? Put your uniform on your peg -not on the floor! And put your socks inside your shoes. Socks disappear!
- ✓ After PE put your shorts, PE shoes, etc., back into your PE bag the minute you take them off! And tie a colored ribbon on your PE bag. That way you recognize it!
- ✓ Look for lost things. Your things are your responsibility! They are not your mom's or dad's!



The article is for... **a) students.** b) student's parents.

D Circle the correct answer.

1. An example of extras is...
a) your lunchbox. b) your PE uniform. **c) a toy.**
2. You lose your English text book. It's...
a) the teacher's responsibility. b) your parents' responsibility. **c) your responsibility.**
3. Keep your socks safe. Put them...
a) on your peg. b) in your PE bag. **c) in your shoes.**

E Look at your classmates' clothes and talk about whose clothes they are. Then, write sentences in your notebook.

Lesson 1

107

Vocabulary

bag	lunchbox	socks
colored	peg	tie
ribbon	shoes	uniform
freezer bag	shorts	

CLIL: Social Studies

C Read and underline the correct answer.

Point to the photograph and have students describe it. Ask students questions about taking care of our things at school for example: *Where do we put our sweaters when we don't use them? Where do we put our lunchboxes when we don't use them?* Read the text aloud along with the students (Tell students that PE means Physical Education). Clarify the meaning of unknown words. Then as a group, discuss and underline the correct answer.

D Circle the correct answer.

Read the instructions and check comprehension. Have students complete the activity. Put students into pairs to share their answers. Check answers.

E Look at your classmates' clothes and talk about whose clothes they are. Then write sentences in your notebook.

Say: *I see a pink sweater and I like it, whose sweater is it?* Have students look around the classroom and say the name of the classmate wearing the pink sweater. Encourage them to say: *It's Rosie's.* Put students into pairs. Ask them to take turns doing exactly what you did and have their partners guess. Monitor and help.

F Write the words.

1



towel

2



swimsuit

3



uniform

4



sandals

G Track 38 Listen and underline the /u/ sounds. Listen again and join in.

She has cute boots, a swimsuit and a piece of fruit.

H Write a short play. Then, act it out to the class. Look at the example.

You are standing around the lost property box at school.
Your teacher is angry because her students are not very responsible with their things.
Teacher: Whose sweater is this?
Girl: It's Carlos'

Go to page 78 in your Workbook and write an entry in your blog.

F Write the words.

Ask students to write the words for the pictures. Invite volunteers to write them on the board. Correct any spelling mistakes.

Beginners	Fast finishers
Point to the pictures and elicit the words. Have them write the names of the objects.	Ask students to write the words as fast as they can. Have them raise their hands when they finish.

G Track 38 Listen and underline the /u/ sounds. Listen again and join in.

Tell students that they are going to listen to a tongue twister. Ask them to listen first, then repeat, and finally to underline the sound that is repeated. Play Track 38 for them to listen and repeat it. Elicit the sound that is repeated. Play the audio again for students to listen and underline

the /u/ sound. Elicit the words. Have some volunteers say the tongue twister. Correct any pronunciation mistakes.

H Write a short play. Then, act it out to the class. Look at the example.

Ask students: *What is a play?* Elicit ideas and clarify the concept. Explain that they are going to write a short play to act it out to the class. Read the example in their books and clarify any doubts. Put students into groups of 3 or 4. Have them write their short plays. Monitor and help. Encourage groups come to the front and act their short plays.

Go to page 78 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Encourage students to say what their favorite clothes are. Tell students to write about their two most favorite outfits. Have students draw them or take a picture of themselves wearing them, print it out and paste it. Ask students to share their picture with the class.

PROJECT

Clothing Designer

- 1 Trace the silhouette of a boy and a girl.
- 2 Draw the boy and girl on construction paper.
- 3 Color them and cut them out. Give the boy and girl names.
- 4 Make clothes for the boy and girl.
- 5 Get into groups of three. Put all the clothes together. Ask and answer about the clothes

Whose swimsuit is this?

It's Peter's.

- 6 Dress the children cutouts and put them carefully away in your portfolio for the final project.

Lesson 1

109

PROJECT

Material:

construction paper, pencils, colored pencils, and scissors

Ask students to bring to the class one item of clothing. Before class they must give you the items of clothing they brought without showing them to any of their classmates. Place all items in a bag or box and have each student take one. Each student has to guess whose it is. The student has three chances to say whose it is, and if they can't guess correctly, they get to ask, "Whose belt is this?"

- 1 Trace the silhouette of a boy and a girl.

Ask students to look at the project page. Read the instruction.

- 2 Draw the boy and girl on construction paper.

Give each student a piece of construction paper. Ask them to draw the silhouette of a boy and a girl (you can model on the board).

- 3 Color them and cut them out. Give the boy and girl names.

Have students color them and cut them out. Ask students to name their boy and girl.

- 4 Make clothes for the boy and girl.

Have students make clothes for the boy and girl.

- 5 Get into groups of three. Put all the clothes together. Ask and answer about the clothes.

When they are done, form groups of three. Ask them to put all the clothes together and ask and answer about the clothes. Point at the example.

- 6 Dress the children and put them carefully away in your portfolio for the final project.

Finally, have students dress the children and put them away in their portfolios.

Lesson 2

Vocabulary

cymbals	music room	trumpet
drum	saxophone	violin
drumsticks	tambourine	violin case
music class	triangles	xylophone

A Moment to Ourselves

How does music make you feel? Why?

On the board write the word 'music'. Ask students to brainstorm ideas about types of music. Ask students what their favorite type of music is. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Before class, write words (related to clothes) on pieces of paper and mix them in a bag. Divide students into two groups. Ask a student to pick a word out of the bag and to make a picture on the board to show it. Time how long it takes for a group to guess the correct answer by viewing the student's drawing. The group gets a point if they guess the word correctly.

Lesson 2

How does music make you feel? Why?

A Track 39 Listen, read and complete the table.

It's music class at school today. Welcome to our music room. My name's Kendra. Look! Our instruments are over here. The violin is Olivia's. The violin case is hers, too. The trumpet is Juan's. The xylophone is his, too. Joshua plays the drum. That's his drum over there, and those drumsticks on the chair are his as well. Maggie plays the cymbals. Those are Maggie's cymbals on the shelf. The triangles are hers, too. And me? The saxophone is mine and the tambourine is mine, too. The saxophone is so cool!

Olivia	 violin	 violin case
Juan	 trumpet	 xylophone
Joshua	 drum	 drumsticks
Maggie	 cymbals	 triangles

B Talk about the children's instruments. Look at the example.

The violin is Olivia's.
The violin case is hers, too.

The violin is hers.
The keyboard is his.

110

Unit 4 Sorting Things Out

A Track 39 Listen, read, and complete the table.

Point to the pictures and teach vocabulary. Play Track 39 for students to listen and read. Then ask students to complete the chart. Draw a table similar to the one in the book on the board. To check answers, elicit the names of the instruments they own and have volunteers come to the board to write the words. Check spelling.

Cross-Check

Point at the trumpet and say *The trumpet is Juan's*, or we can say: *The trumpet is his*. Give another example but this time showing the use of hers. Then make a list on the board of the possessive pronouns (mine, yours, his, hers, its, yours, ours, theirs). Read the sample sentences in the box and ask students to underline similar sentences in the text.

B Talk about the children's instruments. Look at the example.

Put students into pairs to talk about their instruments. If you detect that there are some problems using *his* or *her*, you may give a whole-class feedback after this speaking activity.

C Look at the picture. What instrument is it? Read and find out.

Listen to this sound. It is the music of a kazoo. The kazoo is a musical instrument. It makes a buzzing sound. The player doesn't blow into a kazoo. He hums into it. The kazoo has a membrane. The singing makes the membrane vibrate.

The vibrations create the buzzing sound. Sing different sounds into a kazoo, like *doo*, *who*, *rrrr*, and *brrr*, and the kazoo sound changes. The kazoo is a real instrument, but a comb and paper produce a similar sound. You play a comb and paper the same way too.




Vocabulary

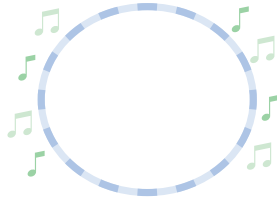
blow	hum	sing
buzzing	kazoo	sound
comb	membrane	vibrate
drumsticks	paper	

D Read again and circle Yes or No.

1. You blow the kazoo to make a sound. Yes No
2. You play the kazoo with drumsticks. Yes No
3. The membrane vibrates and produces sound. Yes No
4. The kazoo only has one sound. Yes No
5. A kazoo and a comb and paper sound similar. Yes No

E  Work with a partner and invent a new musical instrument. Think about the sound it can make and how it would look like. Make a drawing. Then, read your description to the rest of the class.

Answers will vary.




CLIL: Music

C Look at the picture. What instrument is it? Read and find out.

Write the name of the instrument on the board: *Kazoo*. Elicit the type of music they think the *kazoo* makes. Ask students questions related to the instrument, e.g. *Did you know about this instrument? How do you think you play it? What sound do you think it makes?* Read the text aloud along with the students. To illustrate, take a comb to school and show them how to make a sound similar to the kazoo with a tissue and the comb.

D Read again and circle Yes or No.

Read the instructions and the sentences along with students. Make sure everyone understands. Have students complete the activity. Put students into pairs to share their answers. Then ask some volunteers for the answers and check with the class.

E  Work with a partner and invent a new musical instrument. Think about the sound it can make and how it would look like. Make a drawing. Then, read your description to the rest of the class.

Read instructions along with students. Make sure everyone understands. Put students into pairs to complete the activity. Monitor and help. Then have each pair come to the front to talk about their musical instruments and show their drawings.

F Write the words.

1



violin

2



cymbals

3



drums

4



saxophone

5




triangle

6



tambourine

G  **Track 40** Listen and underline the /z/ sounds. Then, say the rhyme.

There's a buzzing in the zoo.
It's Zack with his kazoo.

H Follow the lines. Then, write sentences in your notebook about all the instruments. Look at the example.

The saxophone is hers.



Go to page 81 in your Workbook and write an entry in your blog.


112

Unit 4 Sorting Things Out

F Write the words.

Read the words for students to hear the words and write them down. Check spelling.

Beginners	Fast finishers
Point to the pictures and say the words. Have them write the names of the musical instruments. Ask some volunteers to spell the words out.	Have some volunteers say the words aloud for the others to write them down. Ask them to write the words as fast as they can.

G  **Track 40** Listen and underline the /z/ sounds. Then, say the rhyme.

Write /z/ on the board and elicit words that have this sound. Write the list on the board. Tell students they are going to listen to a rhyme where the /z/ sound is repeated. Play the Track 40 for students to listen and identify the words. Play the audio again for students to underline the /z/ sounds

in each word. Practice the rhyme with them focusing on the /z/ sound.

H Follow the lines. Then write sentences in your notebook about all the instruments. Look at the example.

Divide the class into groups of 3 or 4. Have students do the activity. Monitor and help with vocabulary or grammar. Correct any mistakes.

Tell students that for homework, they need to look on the Internet and make a musical instrument using materials they can find at home. Ask them to bring their musical instruments to the following class.

Go to page 81 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Ask *What are your favorite instruments?* Elicit answers. Tell students to interview two family members and friends about the instruments and the music they like. Go over the questions in the interview questionnaire with the students. Clarify any doubts. Tell them to write their answers.

PROJECT

Make a Musical Instrument

For homework, look on the Internet and make a musical instrument using materials you can find at home.

- 1 Work in groups of five. Talk about your instruments.

Listen to this. It is the sound of my cymbals. Look! Cymbals produce a cool sound.

- 2 Choose an English pop song or a song from Rainbow. Sing the song and play your musical instruments.
- 3 Write your name on a piece of paper on the teacher's table. Put your musical instruments away somewhere safe for the final project. Help the teacher to label the instruments.

Lesson 2 113

PROJECT

Material:
 sheets of paper, pencils, colored pencils, and the instruments they made for homework

1 Work in groups of five. Talk about your instruments.

Ask students to take out the musical instruments they made for homework. Ask students to look at the project page. Read the instructions. Get the students together in groups of 5. Have them talk about their instruments —about the sound they make and how they made them. Monitor and help with vocabulary.

2 Choose an English pop song or a song from Rainbow. Sing the song and play your musical instruments.

Choose an English pop song or a song from Criss-Cross. Play the song and have students sing along and play their instruments.

3 Write your name on a piece of paper on the teacher's table. Put your musical instruments away somewhere safe for the final project. Help the teacher to label the instruments.

Have students write their names on pieces of paper. Put the musical instruments away somewhere safe for the final project. Label the instruments with the name tags along with students.

NOTES : _____

Lesson 3

Vocabulary

backpack	expedition	special
binoculars	flashlight	stars
compass	night sky	telescope
equipment	snack	water bottle

A Moment to Ourselves

What do you do when you find something that is not yours? Why?

In pairs, ask students to discuss how they feel when they lose something. Ask the question. Elicit some answers and discuss what is correct to do and what is not. Discuss about taking responsibility and give it back to its owner.

Getting Started

Ask students to sit in a circle on the floor. Roll a ball to one student and say a word related to the vocabulary seen in the last classes. The student then rolls the ball to another student and says another vocabulary word. Continue until all the students have participated at least once.

Lesson 3

What do you do when you find something that is not yours? Why?

A Track 41 Read and listen.

The second grade is preparing for a special expedition with Mr. Miller, their teacher. They are studying the night sky. They need special equipment.

Mr. Miller: Is this compass yours, Danny?

Danny: Yes, it is. And the binoculars are mine, too.

Mr. Miller: Sally, is this flashlight yours?

Sally: No, it isn't. Mine is in my backpack.

Mr. Miller: Whose water bottle is this?

Dave: It's mine. And the snack is mine, too.

Mr. Miller: Hey! There's a telescope here. Is it yours, Danny?

Danny: No. It's Janet's.

Mr. Miller: OK! Let's go see some stars!



B Answer these questions in your notebook.

- Whose binoculars are those? **They're Danny's.**
- Where is Sally's flashlight? **It's in her backpack.**
- Is the telescope Danny's? **No, it's not. It's Dave's.**
- Whose snack is it? **It's Dave's.**

C Complete the following dialog. Then, practice it with a partner.

A: Is this  compass yours?

B: Yes. And the  binoculars are mine, too.

A: Is this  flashlight yours?

B: Yes. And the  telescope, too.

D Play Throw and Say. Follow the example.

A: **Is this flashlight yours?**

B: **No, but the compass is mine.**

114

Unit 4 Sorting Things Out

A Track 41 Read and listen.

Have some volunteers describe the picture in exercise A. Play Track 41 for students to listen and read. To check comprehension, ask: *What are the students going to do? Where are they going?* Elicit answers.

B Answer these questions in your notebook.

Read the instructions and check comprehension. Have students answer the questions individually. Monitor and help. To check answers, ask the questions aloud and have some volunteers answer them.

C Complete the following dialog. Then, practice it with a partner.

Read the instructions and the incomplete dialog along with students. Have students complete the activity individually. Monitor and help. Put students into pairs to share their answers and practice the dialog.

D Play Throw and Say. Follow the example.

Divide the class into groups of 3 or 4. Ask students to sit in a circle on the floor. Tell them to put different objects in the middle of the circle. Then taking turns, have students ask about the different objects. Model the questions and answers they have to make:

Is this flashlight yours? No, but the compass is mine. Have them play for a while.

E Read the text and circle the best title for the article.

How a compass works

1. Cut a bit of a cork.
2. Rub the needle many times in one direction along the magnet.
3. Put water into the plastic lid.
4. Float the cork on the water.
5. Put the needle on the cork. Watch the needle turn to the North.

How to make a compass

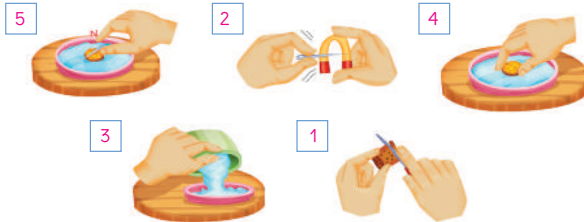
- You need:
- A plastic lid
 - A needle
 - A magnet
 - A cork
 - A glass of water



Vocabulary

- | | | |
|-----------|--------|--------|
| bit | float | needle |
| cork | lid | rub |
| direction | magnet | |

F Number the pictures in order.



G In pairs, write as many sentences as you can with these words. Look at the example.

The short needle is yours.

Answers will vary.

this that the
it is isn't
mine yours
magnet cork
needle plastic
lid big small
long short
square round

CLIL: Literature

E Read the text and circle the best title for the article.

Write *compass* on the board and make a drawing of one. Make sure you add *North, South, East, and West*. Elicit the use of a *compass*. Read the text aloud along with the students. Then ask students to choose the best title for the article and circle it. Invite a volunteer to share his / her answer.

F Number the pictures in order.

Read the instructions and check comprehension. Ask students to complete the activity. Remind them to go back to the text in exercise E to help them identify the order of the actions. Monitor and help. To check answers, have some volunteers explain each step of the process. Help them with key vocabulary.

G In pairs, write as many sentences as you can with these words. Look at the example.

Read the instructions and words along with students. Ask them to complete the activity individually. Monitor and correct any grammar or spelling mistakes. Put students into pairs to share their sentences. Invite some volunteers to share their sentences with the rest of the class.

H Write the words.

1



compass

2



magnet

3



needle

4




telescope

5



cork

I  **Track 42** Listen and underline the /o/ sounds. Listen again and join in.

My brother Sonny has some money.
He wants to buy a compass and honey.
My brother Sonny's very funny.

J Complete the dialogues using mine and yours. Then, act it out to the class. Look at the example.

A: Let's make compasses. We have everything.
B: Hey! Don't touch the white lid! It's mine.
A: _____ Answers will vary.
B: _____ Answers will vary.
A: _____ Answers will vary.
B: _____ Answers will vary.

Go to page 84 in your Workbook and write an entry in your blog.


116

Unit 4 Sorting Things Out

H Write the words.

Ask students to write the words for each picture. Invite volunteers to write the words on the board. Correct any spelling mistakes.

Beginners	Fast finishers
Point to the pictures and elicit the words. Have them write the names of the objects.	Ask students to write the words as fast as they can. Have them raise their hands when they finish. Invite students to write the words on the board.

I  **Track 42** Listen and underline the /o/ sounds. Listen again and join in.

Tell students they will listen to a rhyme and they have to underline the /o/ sounds. Provide some sample words where the sound is used. Play Track 42 for students to listen. Play the audio again for students to listen and underline. Invite some volunteers to share their answers with the

class. Play the audio again for students to listen and repeat. Have them say the rhyme aloud without repeating from the audio. Correct any pronunciation mistakes.

J Complete the dialogues using mine and yours. Then act it out to the class. Look at the example.

Read the instructions and examples along with students. Make sure everyone understands. Have students complete the activity in pairs. Monitor and help. Then invite the pairs to act out their dialogs for the rest of the class.


Go to page 84 in your Workbook and write an entry in your blog.

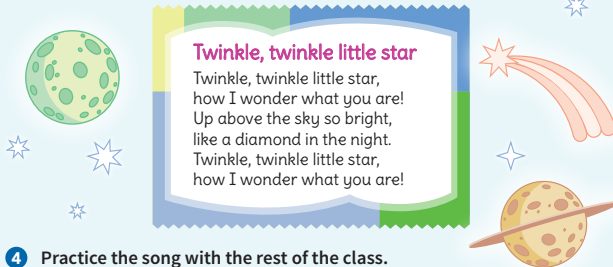
This activity is optional. It can be done for homework. Encourage students to say if they like staring at the stars or not and to give their reasons. Have students make their constellation. Tell them to choose any shape they want and use glitter, stickers, etc. Ask students to describe their constellation. Finally, have students share their constellation with the class.

PROJECT

Look at the Stars

- 1 Join the stars to make a constellation.
- 2 Get into your project groups and circle the correct sentence.
 - a. The form of the constellation is a truck.
 - b. The form of the constellation is a bear.
 - c. The form of the constellation is a hat.

- 3  **Track 43** Song *Twinkle, twinkle little star*. Do you know this song about stars in your language?



Twinkle, twinkle little star
Twinkle, twinkle little star,
how I wonder what you are!
Up above the sky so bright,
like a diamond in the night.
Twinkle, twinkle little star,
how I wonder what you are!

- 4 Practice the song with the rest of the class.
- 5 Make a song sheet. Draw a picture of the night sky. Copy the words of the song on the 'song sheets.' Talk about your pictures on the 'song sheet' in your project group.

Is this picture yours?



Yes, it is. It's the sky at night. I like stars.

- 6 Put your picture away in your portfolio to use for the final project.

Lesson 3

117

PROJECT

Material:


pencils, colored pencils, and sheets of paper

- 1 Join the stars to make a constellation.

Ask students to look at the project page. Read the instructions for step 1 along with students. Ask them to complete the activity.

- 2 Get into your project groups and circle the correct sentence.

Get students into their project groups. Read the instructions for step 2 along with students and ask them to complete the activity. Monitor while they work. Invite a volunteer to share his/her group's answer with the rest of the class. Check.

- 3  **Track 43** Song *Twinkle, twinkle little star*. Do you know this song about stars in your language?

Tell students you will listen to a song about stars. Ask students: *Do you know this song about stars in your language?* Elicit answers from different students. Play Track 43 for students to listen and say whether they are familiar with the song or not.

- 4 Practice the song with the rest of the class.

Have students sing the song without playing it. Remind them to read the lyrics in case they don't know or don't remember the song. Correct any pronunciation mistakes. Play the song again for students to sing along.

- 5 Make a song sheet. Draw a picture of the night sky. Copy the words of the song on the 'song sheets' Talk about your pictures on the 'song sheet' in your project group.

Give each member of the group a sheet of paper. Have students draw a picture of the night sky. Ask them to copy the words of the song. Then ask students to talk about their pictures with their groups. Monitor while they talk.

- 6 Put your picture away in your portfolio to use for the final project.

Make sure everyone puts their drawings away in their portfolios to use for the final project.

Lesson 4

Vocabulary

knives	paint	palette
magazines	paintbrushes	round table
mosaic	painting	square table

A Moment to Ourselves

Do you think there is life on other planets?

As a whole class, ask students if they know the name of our planet in English. Write it on the board. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Discuss their answers and encourage them to give their reasons.

Getting Started

Elicit the name of the other planets and write them on the board. Discuss where they think there might be life. Write on the board the following letters: *M, V, E, M, J, S, U, N*. Invite volunteers to the board to write the name of the planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune).

Lesson 4

Do you think there is life on other planets?

A Track 44 Read and listen.

Teacher: Girls at the round table. Boys at the square table. Jeanie, Jenny come and help me. Whose magazines are these?

Jeanie: They're ours. And the scissors are ours, too.

Teacher: And whose paint is this? Is it the boys'?

Jeanie: Yes, it's theirs.

Teacher: And the paintbrushes?

Jeanie: They're theirs, too.

Teacher: And whose glue is this?

Jeanie: It's ours. We're making a magazine mosaic this week. The boys are painting the night sky. Those palette knives are theirs, too.

Teacher: OK. Time to start!



B Answer these questions in your notebook.

1. What are the girls doing this week? **They are making a magazine mosaic.**
2. What are the boys doing this week? **They are painting the night sky.**

C Write the information in the correct column. Then, make sentences. Look at example.

Girls	Boys
<u>magazines</u>	<u>paint</u>
<u>scissors</u>	<u>paintbrushes</u>
<u>glue</u>	<u>palette knives</u>

Girl: The magazines are ours.
The paint is theirs.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

118

Unit 4 Sorting Things Out

A Track 44 Read and listen.

Ask a volunteer to describe the scene in the conversation. Tell students they are going to listen to the conversation and identify what the children in the picture are talking about. Play Track 44. Elicit what they are talking about.

B Answer these questions in your notebook.

Read the instructions and the questions to check comprehension. Have students complete the activity individually. Monitor and help. Invite some volunteers to share their answers.

C Write the information in the correct column. Then make sentences. Look at the example.

Read the instructions to check comprehension. Put students into pairs to complete the table with information from the conversation in exercise A. To check the information in the table, ask: *Which are the girls' things? Which are the boys' things?* Elicit answers and write them on the board. Then ask students to write sentences with that information. Read the sample sentence provided. Invite some volunteers to share their answers with the rest of the class. Correct any mistakes.

D Read and answer.


Egg Smash Art

Modern art is great. Egg Smash Art is a new modern art technique. Egg Smash Artists put primary colored paints into egg shells. The primary colors are red, yellow and blue. Then, Egg Smash Artists put their canvas on the floor or fix it to a wall. They stand back and throw the paint-filled egg shells at the canvas. The primary colors mix and make many other colors on the canvas. You can make all the colors by combining the three primary colors. Egg Smash Art produces interesting patterns and wonderful colors. Try it and see.



E Answer these questions in your notebook.


1. Is this a good type of art to do in your bedroom? Why? Why not?
2. Does Egg Smash Art sound fun? What is your favorite type of painting?
3. What do you think happens to the egg shells? *Answers will vary.*

F  In pairs, write a short article about Brush Flick Art for a website. Follow the example.

Brush Flick Art

Modern art is great. Brush Flick Art is ...

Answers will vary.



Lesson 4

119

Vocabulary

canvas	mix	primary colors
egg	modern	technique
egg shells	paint-filled	smash
flick	patterns	wonderful

CLIL:


Art

D Read and answer.

Ask: *What is art? Do you like it? Do you like painting?* Elicit answers. Then have students look at the picture and encourage them to say what they see (colors, shapes, etc.). Read the text aloud along with the students. To check comprehension ask students: *How do you paint with egg shells? What colors can you make with the primary colors? Would you like to try Egg Smash Art?*

E Answer these questions in your notebook.

Read the instructions and questions along with the students. Make sure everyone understands. Have them complete the activity. Monitor and help. Then ask volunteers to share their answers with the rest of the class.

F  In pairs, write a short article about Brush Flick Art for a website. Follow the example.

Explain what watercolors are (paint mixed with water for painting pictures). Tell them that they usually use watercolors to paint in their art lessons. Explain that *Brush Flick Art* is a technique used with watercolors. Tell students that they are going to write a brief description of what watercolors and Flick Art Brush are. Put students into pairs to complete the activity. Tell students to read the text from exercise D again to get some ideas on what to write. Monitor and help. Correct any grammar or spelling mistakes. Then have some volunteers share their short articles with the rest of the class.

G Write the words.

1  2  3 

paintings paintbrushes glue

4  5 

scissors palette knives

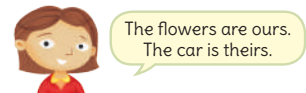
H  **Track 45** Listen and underline the /a/ sounds. Listen again and join in.

Start your art with a color chart.
It's really smart to paint a heart.

I Write sentences about this collage.



- Answers will vary.
- _____
- _____
- _____
- _____




Go to page 87 in your Workbook and write an entry in your blog.

G Write the words.

Ask students to label the pictures represent. Invite volunteers to come to the board to write the words. Ask the rest of the class to spell out the words for them.

Beginners	Fast finishers
Point to the pictures and elicit the words. Have them write the names of the objects.	Say a word and ask a volunteer to spell it out without reading it. Correct mistakes.

H  **Track 45** Listen and underline the /a/ sounds. Listen again and join in.

Ask students to listen to the rhyme and to identify the sound that is repeated. Play Track 45. Elicit the repeated sound (/a/). Tell them they are going to listen to the rhyme again but this time they need to underline

the /a/ sound. Play the audio again. Check the words together and have them practice the pronunciation. Encourage the class to say the rhyme.

I Write sentences about this collage.

Put students into pairs to make a list of the things they can see in the collage. Tell them that they are all related to what they have been learning in this unit. Then ask them to choose five things from their list and to write a sentence for each one. Ask them to look at the example to guide them. Monitor and help.

Go to page 87 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Tell students that Pointillism is an art technique that uses small dots of pure color. If possible, show them a picture. Tell students to use Pointillism to create their own painting. Remind them to ask a family member for help at home.

PROJECT

The Concert on the Beach

- 1 Get your figures from your portfolio. Dress them for a beach concert. Tell the class about the clothes.



Tom's wearing his shorts to the concert.
He's wearing a T-shirt and sandals.
Tom loves concerts.

- 2 It's concert time! Get into your project groups. Collect your musical instruments. Sing the pop song or Rainbow song you practiced.



These maracas are ours.

- 3 Time for an encore! Find your song sheets. As a group play and sing *Twinkle, Twinkle Little Star*.



Lesson 4

121

PROJECT

Material:

colored construction paper, pencils,
colored pencils, glue, and tape

- 1 Get your figures from your portfolio. Dress them for a beach concert. Tell the class about the clothes.

Review the projects they have worked on during this unit so far. Make a list on the board and have students say which has been their favorite and why.

Get students into their project groups. Read the instructions and distribute materials. Have students take out the boy and girl silhouettes they made in Lesson 1. Ask them to make their clothing for a beach concert. Have students tell the class about the clothes.

- 2 It's concert time! Get into your project groups. Collect your musical instruments. Sing the pop song or Rainbow song you practiced.

Tell them to get their musical instruments. Play the English pop song or Rainbow of words song they chose in Lesson 2. Ask students to play their instruments and sing along.

- 3 Time for an encore! Find your song sheets. As a group play and sing *Twinkle, Twinkle Little Star*.

Then ask students to go back to page 117 in their books and read *Twinkle, Twinkle Little Star*. Ask them to sing the song if they remember the tune. If they don't, play Track 43 for them to remember. Have students sing the song in their groups. Sing along with them.

Ask about the constellations they made in the previous lesson.

Lesson 5

Vocabulary

crabs	rocks	shells
fish	sand	
rock pool	seabirds	

A Moment to Ourselves

Do you like nature? Why?

Write the word Nature on the board. Ask students to brainstorm as many ideas as related to this concept. Ask the question. Discuss the importance of taking responsibility for taking care of our environment.

Getting Started

Elicit the sea animals students are familiar with. Make a list on the board. This is a good opportunity to pre-teach vocabulary related to the sea and animals.

Lesson 5

Do you like nature? Why?

A Track 46 Listen, read, and point.

What can you see in the picture? There's a rock pool. There are five fish in the pool. There are three crabs on the rocks. There are fifteen shells on the sand. There are two seabirds in the sky: one is black and the other is white. And, what's that? It's a towel on the sand.



B Talk about the picture. Follow the example.

There is a rock pool.
There are two seabirds.

There's a towel.
There are five fish in the pool.

C Draw more things in the picture. Tell your group about the new things in your picture.

122

Unit 4 Sorting Things Out

A Track 46 Listen, read, and point.

Teach key vocabulary by pointing to pictures, saying the words and asking students to point to the pictures as you describe the scene. Play Track 46. Encourage them to point at the pictures as they listen to it. Then ask them to read the story while they listen to it. Play the audio again.

Cross-Check

Ask students to look at the picture and say the sea animals they see. Ask them about the colors of the animals and the activities they are doing. Then ask: *How many fish are there in the picture?* Elicit the answer and write it on the board.

Then invite some volunteers to ask their classmates about the number of sea animals there are. Write their answers on the board.

B Talk about the picture. Follow the example.

Read the instructions and example along with students. Put students into pairs to talk about the picture. Monitor and help.

C Draw more things in the picture. Tell your group about the new things in your picture.

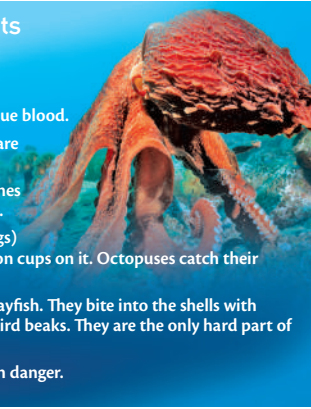
Divide the class into groups of 3 or 4. Ask students to brainstorm other sea animals and things that are in the picture in exercise A. Then ask them to draw those things.

D Read and circle the correct answer.

Interesting Octopus Facts

Do you know that...

- There are no bones in an octopus.
- An octopus has three hearts! It has blue blood.
- Octopuses swim forwards. But, they are good at swimming backwards, too.
- The female blanket octopus is 100 times larger than the male blanket octopus.
- An octopus has eight tentacles (or legs) and each tentacle has 240 little suction cups on it. Octopuses catch their prey with the suction pumps.
- Octopuses eat shell fish, crabs and crayfish. They bite into the shells with their mouths. Their mouths are like bird beaks. They are the only hard part of the octopus's body!
- Octopuses squirt ink when they are in danger.



Octopuses have mouths like... a) fish. **b) birds.**

E Read and answer these questions in your notebook.

1. What's unusual about how an octopus swims? *They can swim forwards and backwards too.*
2. What's unusual about an octopus's blood? *it's blue*
3. How many hearts does an octopus have? *three*
4. How do you think ink protects an octopus? *enemies can't see it*
5. How many suction pads does an octopus' tentacle have? *240*

F Complete Otto's story.

My name is Otto. I am an Octopus. I live...
Answers will vary.

Vocabulary

beaks	crayfish	octopus
bird	forwards	squirt
blanket	hearts	suction cups
blood	ink	tentacles
bones	facts	

CLIL: Natural Science

D Read and circle the correct answer.

Tell students that you are going to spell out a word for them. Spell *octopus*. When they have the complete word, ask them if they know what an *octopus* is. Elicit ideas and write them on the board. Focus students' attention on the picture and tell them that that's an *octopus*. Have students brainstorm the characteristics of this sea animal. Ask students if they like it and why. Ask students to read the text about octopus facts in silence. When they finish, ask *What fact do you think is the most interesting?* Elicit ideas. Then start a small class discussion to answer the question.

E Read and answer these questions in your notebook.


Read the instructions and check comprehension. Have students complete the activity individually. Monitor and help. Put students into pairs to share their answers. Invite some volunteers to share their answers and write them on the board.

F Complete Otto's story.

Focus students' attention on the picture of *Otto*. Explain who *Otto* is and ask them to write some things about him. Have them work on this individually. Monitor and correct any grammar or spelling mistakes. Put students into pairs to share their stories. Invite some volunteers to share their stories with the rest of the class.

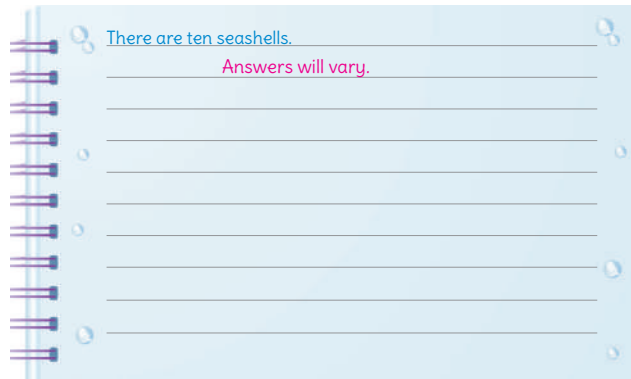
G Listen and write the words.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

H  **Track 47** Listen and underline the /o/ sounds. Listen again and join in.

The octopus had a shock.
A lot of frogs were on his rock.

I Describe what there is in the pictures in Activity A. Follow the example.

 There are ten seashells.
Answers will vary.


Go to page 90 in your Workbook and write an entry in your blog.

124

Unit 4 Sorting Things Out

G Listen and write the words.

Make a list of ten words from this unit. Choose the five most difficult. Tell students you will dictate some words and they have to write them. Dictate the words. Then ask some volunteers to write the words on the board. Check and correct any mistakes. Practice spelling.

H  **Track 47** Listen and underline the /o/ sounds. Listen again and join in.

Say they will hear a rhyme and they have to underline the /o/ sounds. Play Track 47 for students to listen and identify the repeated sound. Play the audio again for students to underline the /o/ sounds. Invite some volunteers to share the words they underlined. Check and correct pronunciation. Play the audio one more time for students to listen and repeat. Encourage the group to say the rhyme without reading it.

I Describe what there is in the pictures in Activity A. Follow the example.

Have students go back to pages 122 and 123 and describe the pictures in exercises A and D. Write *Picture 1* and *Picture 2* on the board. Write their ideas below each title. Then ask them to write sentences describing those pictures. Tell them to use the ideas on the board and their own. Monitor and help. Then have students get into pairs to share their descriptions. Invite some volunteers to share their descriptions with the rest of the class.

Go to page 90 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Encourage students to say what other animals they can find at an aquarium. Tell them to complete the table with information about animals from the aquarium. Tell them to ask a family member for help at home. Invite students to share their information and drawings with the class.

PROJECT

A Rock Pool

- 1 Work in groups. Fold the blue cellophane around the construction paper. Put it into place with sticky tape.
- 2 Use gray modeling clay to make rocks. Arrange the rocks around the cellophane water to make a rock pool.
- 3 What's in the rock pool? Make a lot of sea creatures (fish, shells, crabs) out of clay. Put them in the rock pool. Make seagulls and stand them on the rocks.
- 4 Write a description of your rock pool. Display your rock pool and your description in the class. Tell the class about your group's rock pool.
- 5 Leave your rock pools on display in the classroom for your final project.

You need:

- Blue cellophane paper
- A piece of white construction paper
- Sticky tape
- Modeling clay

There are seven fish in our rock pool.

Lesson 5

125

PROJECT

Material:

blue cellophane paper, a piece of white construction paper, sticky tape, and modeling clay (gray and other colors for sea animals)

- 1 Work in small groups. Fold the blue cellophane around the construction paper. Put it into place with sticky tape.

Ask students to look at the project page. Have some volunteers read the note about the materials needed for this project. Put students into groups of 4 or 5. Each group needs their own set of materials. Model how to fold the blue cellophane around the construction paper and how to put it in place with sticky tape.

- 2 Use gray modeling clay to make rocks. Arrange the rocks around the cellophane water to make a rock pool.

Elicit the meaning of *rock pool*. Then ask students to think about the materials they might need to make one. Ask them to check their materials list and to name them (*blue cellophane paper* and *modeling clay of different colors*). Have students make rocks with gray modeling clay. Tell them to put the rocks around the cellophane water to make a rock pool.

- 3 What's in the rock pool? Make a lot of sea creatures (fish, shells, crabs) out of clay. Put them in the rock pool. Make seagulls and stand them on the rocks.

Ask students to make a list of the sea animals that can be found in a rock pool. Monitor and check spelling. Have groups make sea creatures out of clay and put them in the rock pool.

- 4 Write a description of your rock pool. Display your rock pool and your description in the class. Tell the class about your group's rock pool.

Have students write a description of their rock pools. Arrange some tables to display the rock pools along with their descriptions. Have the groups tell the class about their rock pools.

- 5 Leave your rock pools on display in the classroom for your final project.

Find a place where you can keep the rock pools safe and keep them there for the final project.

Lesson 6

Vocabulary

butterflies snakes trees
frogs tigers

A Moment to Ourselves

Do you think the life of all living things is important? Why?

On the board write 'living things' and ask students to brainstorm ideas. On the other side of the board write 'non-living things' and ask students to brainstorm ideas too. List their correct ideas. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Discuss the importance of respecting all living things and taking care of them.

Getting Started

Tell students to think of three animals they like and write them down on a piece of paper. Ask them to write an adjective to describe each animal. Put students in groups of 4 or 5 and have them read out their adjectives, but instead of saying the animal names they must use the phrase *I think I am cute, white, and pretty. I'm a...* Provide an example to model *I think I am brown, friendly and cute.* Monitor and help.

Lesson 6

Do you think the life of all living things is important? Why?

A Track 48 Listen and read.

Maisy: Look at the frogs.

Bobby: Ribbit, ribbit.

Maisy: How many frogs are there?

Bobby: One, two, three. There are three frogs.

Maisy: That's right. There are three frogs. Look at the snakes.

Bobby: Ssssssss.

Maisy: How many snakes are there?

Bobby: There are two.

Maisy: And look!

There are butterflies and there are trees; there are apples on the trees. How many apples are there?

Bobby: One, two, three, four, five, six, seven, eight.

Maisy: That's right. There are eight apples on the tree.



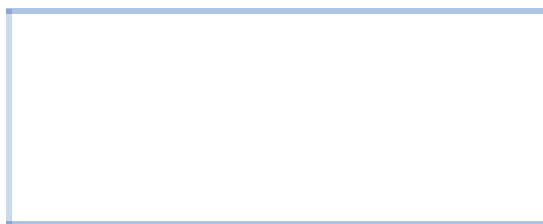
B Ask and answer. Look at the example.

How many frogs are there?

How many frogs are there?

C Draw a nature picture. Show it to a partner and ask questions. Look at the example.

How many tigers are there?



126

Unit 4 Sorting Things Out

A Track 48 Listen and read.

Tell students that they are going to listen to a conversation and say what they think the people in the picture are talking about. Play Track 48. Elicit the main idea of the conversation. Play the audio again and ask them to read along.

Cross-Check

Read the question in the box. Tell students to look back at the conversation in exercise A to look for and underline questions like that one. Elicit the questions and their answers and write everything on the board. Practice the use of the question and the answers by asking questions about their classroom or school.

B Ask and answer. Look at the example.

Ask students to get into pairs and complete the activity.

C Draw a nature picture. Show it to a partner and ask questions. Look at the example.

Ask students to draw a picture about something they like in nature in their books. Put students into pairs to share their pictures and to ask and answer questions about them.

D Read and circle the correct answer.

The Life Cycle of a Butterfly

Stage 1

Butterflies lay eggs. They lay several hundred eggs! The female butterfly lays her eggs on leaves. The embryo in the egg develops in approximately three weeks.

Stage 2

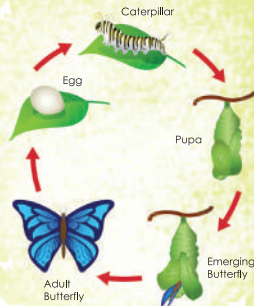
Butterfly caterpillars come out of their eggs. They are very hungry. They eat and eat. They eat leaves and plants. The caterpillar stage lasts for about two weeks.

Stage 3

The caterpillar changes into a pupa. This stage lasts about two weeks, but it can last longer.

Stage 4

Butterflies are insects, so they have six legs. They have two antennae and four beautiful wings. Their most important job is to lay eggs. Adult butterflies only live for about two weeks!



An adult butterfly lives... **a) about 14 days.** b) about a month.

E Answer these questions in your notebook.

1. What do caterpillars eat? **leaves and plants**
2. What happens in stage 3? **the caterpillar turns into a pupa**
3. What type of animal has six legs? **an insect**

F Look at the picture. Complete the questions and answer them. Use your notebook.

1. How many / antennae / ?
 2. How many / legs / ?
 3. How many / wings / ?
- 1. How many antennae do butterflies have? Two**
2. How many legs do butterflies have? Six
3. How many wings do butterflies have? Four



Lesson 6

127

Vocabulary

antennae	insects	plants
caterpillars	lay	pupa
embryo	last	wings
develops	leaves	
hundred	legs	

CLIL: Natural Science

D Read and circle the correct answer.

Write *butterfly* on the board and elicit everything students know about this insect. Point to the photograph and encourage students to describe what they can see. Read the text aloud along with the students. Then start a small class discussion to answer the question. Ask students if they know other life cycles and talk about them.

E Answer these questions in your notebook.


Read the instructions and check comprehension. Have students complete the activity individually. Monitor and help. Put students into pairs to share their answers. Invite some volunteers to share their answers and write them on the board.

F Look at the picture. Complete the questions and answer them. Use your notebook.

Ask students to write complete questions about butterflies using the prompts. Monitor and help. Check the questions together. Then have them answer the questions individually. To check answers, have some volunteers share their answers with the class.

G Listen and write the words. Then, compare your answers with a partner.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

H  **Track 49** Listen and underline the /e/ sounds. Listen again and join in.

How many hens are there in the pen?
There are ten speckled hens in the pen.

I Look at the picture. Write questions. Exchange papers with a classmate.




Go to page 93 in your Workbook and write an entry in your blog.

128

Unit 4 Sorting Things Out

G Listen and write the words. Then, compare your answers with a partner.

Make a list of ten words seen in this unit so far. Choose the five most difficult. Dictate them. Put students into pairs to compare their words. Then invite some volunteers to write the words on the board. Check and correct any mistakes.

H  **Track 49** Listen and underline the /e/ sounds. Listen again and join in.

Write the words *hen*, *pen* and *ten*. Ask students to read the words aloud and guess what they have in common (*the /e/ sound*). Tell students that they are going to hear a rhyme. Play Track 49. Ask students if they noticed more /e/ sounds. Elicit them. Have them listen again to the rhyme and underline the /e/ sounds in the corresponding words. Play the track again for students to listen and repeat. Encourage the group to say the rhyme. Check pronunciation.

I Look at the picture. Write questions. Exchange papers with a classmate.

Ask: *How many eggs are there?* Elicit the answer and write the complete sentence on the board. Ask a couple more questions like that and write the complete sentences too. Then tell them to write more questions describing the picture in their notebooks. Have them switch their notebooks with the classmate next to them. Ask them to answer the questions and to give the notebooks back to their owners.

Go to page 93 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Ask: *What's the life cycle of a frog like?* Help students with vocabulary. Tell them find information and write about it. Tell them to draw a picture and label each stage of the cycle. Form pairs. Have students share their drawings with their partners.

PROJECT

Nature Silhouette Collage

- 1 Work in groups. Make a list of things in nature. Look at the example.

- Trees
- Leaves
- Insects

Answers will vary.

- 2 Use white crayon to draw the things on your list on black construction paper. Cut the silhouettes out.
- 3 Glue the silhouettes onto the white construction paper.
- 4 Display all the construction papers on the classroom wall to make one large nature silhouette collage. Ask and answer about the things in the collage.

How many butterflies are there?



There are twelve.

- You need:
- Black construction paper
 - White crayon
 - Scissors
 - White construction paper

PROJECT

Material:

black construction paper, white crayon, scissors, and white construction paper

Have students get into the same groups as in the last project. Explain that they are going to play a game with riddles and they have to guess the answer.

Riddles:

- 1 I live in the ocean. I like to eat crabs. I can change colors. My eight legs are called tentacles. I am an...
- 2 I have wings but I'm not a bird. I am small and colorful. I live in gardens and fields and forests. I used to be a caterpillar. I am a...
- 3 My skin is green and slippery. I have four legs and webbed feet. I eat bugs and little fish. I can swim under water and hop on land. I am a...

The answers are: 1 octopus, 2 butterfly, 3 frog.

Lesson 6

129

- 1 Work in groups. Make a list of things in nature. Look at the example.

Have them look at the project page. Ask them to write a list of things in nature. Monitor and help.

- 2 Use white crayon to draw the things on your list on black construction paper. Cut the silhouettes out.

Have some volunteers read the note about the materials needed for this project. Then ask students to use the white crayon to draw the things on their lists on black construction paper. Instruct them on how to cut out the silhouettes.

- 3 Glue the silhouettes onto white construction paper.

Have students glue the silhouettes onto the white construction paper. Ask them if they like the color contrast.

- 4 Display all the construction papers on the classroom wall to make one large silhouette collage. Ask and answer about the things in the collage.

Choose a wall in the classroom to display the collages. Start a small class discussion about the collages.

Lesson 7

Vocabulary

books	red	tables
frogs	snakes	
rabbits	stuffed toys	

A Moment to Ourselves

Do you have to respect animals? Why?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Ask students if they think it is our responsibility to look after animals. Elicit the animals they think we should all take care of.

Getting Started

Write on the board the names of different animals (*frog, duck, bear, chicken, bee, tiger and bird*). Then ask students: *What noise does a frog make?* (*croak or ribbit*). Elicit the sounds and help with the ones that are very different in English. List of animals and sounds: *frog: croak or ribbit, duck: quack, bear: growl, chicken: cluck, bee: buzz, tiger: roar and bird: tweet*. Make these sounds for students and have them repeat after you.

Lesson 7

Do you have to respect animals? Why?

A Track 50 Listen and read.

Mrs. Carter: Put the books on these two tables, please. Put the stuffed toys on the shelves. Now, let's see. How many books are there?

Mary: There are thirty eight.

Teacher: How many animal books are there?

Alan: There are twenty one.

Mrs. Carter: OK. Put the animal books on the red table and put the other books on the blue table. Now the stuffed toys. How many stuffed toys are there?

Diane: There are a lot of stuffed toys!

Mrs. Carter: How many rabbits are there?

Mary: There are six.

Mrs. Carter: How many frogs are there?

Alan: There are four.

Mrs. Carter: How many snakes are there?



How many books are there?
There are thirty eight.

B Answer the following questions.

- How many books are there? There are thirty-eight.
- How many animal books are there? There are twenty-one.
- How many rabbits are there? There are six.
- How many frogs are there? There are four.
- How many snakes are there? There are five.

C Ask and answer about the other things you can see in the picture. Look at the example.

There are three hats.

130

Unit 4 Sorting Things Out

A Track 50 Listen and read.

Point at the picture and ask students to make a list of all the animals they can see. Tell students they are going to listen to a conversation and identify the type of toys they are talking about. Play Track 50. Have students listen and read. Elicit the type of toys (*stuffed toys*). Then ask students to count the snakes and tell you how many there are: *There are five snakes*.

Cross-Check

Help students read the information in the box and discuss it. Then have some volunteers ask questions and give answers using the structure.





B Answer the following questions.

Read the instructions and check comprehension. Have students complete the activity individually. Monitor and help. Put students into pairs to share their answers. Invite some volunteers to share their answers and write them on the board.

C Ask and answer about the other things you can see in the picture. Look at the example.

Have students get into groups of 3 or 4 to talk about all the things they see in the picture in exercise A. Monitor and help.

D Read and tell your partner what Geraldine's secret is.

<p>Geraldine is a giraffe. She lives on the savanna in Africa. Geraldine is a big giraffe. She's 5 meters tall!</p>		<p>Geraldine likes eating. She eats most of the day. Geraldine loves the leaves from the top of the trees. She eats 45 kilos of leaves every day!</p>	
<p>When giraffes walk they move both legs on one side of the body at the same time. Then, the legs on the other side. This is unique to giraffes.</p>		<p>Look! Geraldine has a secret. Say hello to her new baby. Little Jerry is only three weeks old, but he's already 2 meter's tall.</p>	

E Complete the following chart.

Adult height:	5 meters tall
Diet:	leaves
Quantity of food:	45 kilos of leaves every day
Unique movement:	They move both the legs on one side of the body at the same time.
Jerry's age and height:	three weeks and 2 meters tall

F  **Track 51** Listen to the conversation between Ginny and Mr. Hudson. Make some notes in your notebook about the animals that live there.

Vocabulary

baby	meters	top
giraffe	savanna	trees
kilos	secret	unique
leaves	tall	


CLIL: Natural Science

D Read and tell your partner what Geraldine's secret is.

Say this riddle for students to guess: *I live in Africa. I like to eat most of the day. I have a very long neck. I'm very tall. I'm a... (giraffe).* Elicit facts they know about giraffes. Help them out with vocabulary to express their ideas. Tell them they are going to read about Geraldine the giraffe and find out what her secret is. Ask them to read the text in silence. Put students into pairs to discuss the giraffe's secret. Invite some volunteers to share their thoughts.

E Complete the following chart.

Read the instructions and check comprehension. Read the information in the chart and clarify any doubts. Have students complete the activity individually. Monitor and help. Put students into pairs to share their answers. Invite some volunteers to share their answers and write them on the board.

F  **Track 51** Listen to the conversation between Ginny and Mr. Hudson. Make some notes in your notebook about the animals that live there.

Tell students they are going to listen to a conversation between a girl and a man. Ask them to make notes in their notebooks about the animals that they talk about. Play Track 51 for students to listen and write. Play it again for them to confirm the animals on their list. Invite some volunteers to share their notes.

G Write the plural of each of these words.

1. shelf shelves
2. leaf leaves
3. butterfly butterflies
4. strawberry strawberries
5. monkey monkeys
6. watch watches

H  **Track 52** Listen to the tongue-twister and repeat it as fast as you can.

George the jolly giant giraffe.
Eats ginger jello in a jungle
near Johannesburg.

I Work in small groups. Answer the questions.

How many pencils are there in your backpack?

There are three pencils in my backpack.




Go to page 96 in your Workbook and write an entry in your blog.

132

Unit 4 Sorting Things Out

G Write the plural of each of these words.

Read the instructions and check comprehension. Ask students to go to page 127 in their Workbooks to read about how to form plural nouns. Go through the information with them and clarify doubts. Have students complete the activity individually. Then form pairs and have students compare their answers. Write the singular words on the board and have volunteers come to the board to write the plural forms of the words.

H  **Track 52** Listen to the tongue-twister and repeat it as fast as you can.

Tell students they are going to listen to a tongue-twister. Play Track 52 for students to listen. Elicit the repeated sound /g/. Practice the words with the sound and check pronunciation. Play track again for students to listen and repeat the tongue-twister. Encourage students to say the tongue-twister. Correct any pronunciation mistakes. Put students into pairs to take turns for practicing the tongue-twister. Encourage them to say it faster and faster.

I Work in small groups. Answer the questions.

Read the question provided as an example. Have some volunteers answer it with their personal information. Tell students they have to ask and answer about the things they bring to school like pencils, erasers, colored pencils, etc. Put students in groups of 3 or 4. Ask students to ask and answer using *How many...?* Monitor and help.

Go to page 96 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Write *Wild Animals* on the board. Have them say which wild animals they remember. Tell students to imagine they are going to Africa. Have them think about the wild animals they are going to see there, the activities they will do, and who they are going to go with. Have students draw a picture and write five sentences about their adventure.

PROJECT

Wild Animals

- 1** Work in groups of four. Choose one of these wild animals:

Tiger	Camel	Zebra
Bear	Lion	Chimpanzee

- 2** Talk about the animal you chose. Write everything you know about it. Look at the example.

Tigers like to eat meat.

- 3** Find out new information about your animal. You can check the Internet, ask your teacher or your relatives. Write at least five new facts.

- 4** Plan a mini-talk on the animal. Organize the information and try to present the most relevant facts you found in your investigation. You can include some pictures or drawings.

- 5** Tell your classmates about the animal.



Zebras have stripes. No two zebras have identical stripes.

Lesson 7

133

PROJECT

Material:

pencils, cardboard, and colored pencils

- 1** Work in groups of four. Choose one of these wild animals:

Brainstorm where different animals live (*forest, desert, jungle, sea, savanna, etc.*) Write the words on the board. Elicit some animals living in each place. Ask students to look at the project page. Get students together into groups of four. Ask them to choose an animal from the list provided in their books.

- 2** Talk about the animal you chose. Write everything you know about it. Look at the example.

Have them talk about the animal they chose and write everything they know about it.

- 3** Find out new information about your animal. You can check the Internet, ask your teacher or your relatives. Write at least five new facts.

Have them look for more information about the animal they chose and write it down. Tell them they need this information because they have to

plan a mini-talk about their animal. Ask them to write their notes on the spaces provided in their books.

- 4** Plan a mini-talk on the animal. Organize the information and try to present the most relevant facts found in your investigation. You can include some pictures or drawings.

Ask them to organize their information and write the most relevant facts they found. Tell them they can also include pictures or drawings.

- 5** Tell your classmates about the animal.

When they have their presentations ready, invite each group to go the front of the classroom to talk about their animal. Ask students which animal they think is the most interesting of them all. Encourage them to give their reasons.

Lesson 8

Vocabulary

cat	feet	long
coatimundi	flexible	short
dark	head	size
ears	honey	small
eyes	kinkajou	tail

A Moment to Ourselves

How do you respect animals?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Put students into pairs to discuss the question. Monitor and discuss their ideas with them.

Getting Started

Play *Simon says* with the students. Have different volunteers give the commands instead of you.

Lesson 8

How do you respect animals?

A Track 53 Listen and read.

Mrs. Jones: Today, we're looking for two animals. One is a kinkajou. The other is a coatimundi.

Audrey: What's a kinkajou like?

Mrs. Jones: A kinkajou has a long tail. It has a long body, short legs, a round head and very large eyes.

Paul: What color is it?

Mrs. Jones: It's honey brown.

Audrey: What's a coatimundi like?

Mrs. Jones: It's about the size of a cat. It has a white flexible nose, small ears, dark feet and a long tail. Its tail often stands up.

Mrs. Jones: What color is it?

Mrs. Jones: It's brown and black. Now, try to find these animals here at the zoo.



What's a zebra like?
It looks like a horse, but it has black and white lines all over its body.

B Answer these questions in your notebook.

1. What's a kinkajou like? As presented in the text
2. What's a coatimundi like?
3. What do these two animals have in common?
4. Where do you think they live?
5. What do you think they like to eat?

C Work in groups. Ask about other animals you know. Look at the example.

What's a giraffe like?
It's a tall African animal with a very long neck.

134

Unit 4 Sorting Things Out

A Track 53 Listen and read.

Ask students to look at the pictures of the animals in exercise A. Ask: *do you know what these animals are? What are they?* Elicit their ideas and tell them they are going to listen to a conversation to find out. Ask them to read and listen to the conversation and circle the name of the animals. Play Track 53. Elicit their names. Have some volunteers describe them.

B Answer these questions in your notebook.

Read the instructions and check comprehension. Have students complete the activity individually. Monitor and help. Put students into pairs to share their answers. Invite some volunteers to share their answers and write them on the board.

Cross-Check

Read the information in the box. Then ask another question similar to the one in the box and ask students to describe an animal. You can ask them to describe one of the animals in the conversation in exercise A. Then invite some volunteers to ask questions about other animals using the structure. Write their ideas on the board.

C Work in groups. Ask about other animals you know. Look at the example.

Read the instructions and the example along with students. Make sure everyone understands. Demonstrate the activity with another student. Put students in groups of three or four. Tell them to make a list of interesting animals before they start discussing them. Ask them to ask and answer about other animals they know. Monitor and help.

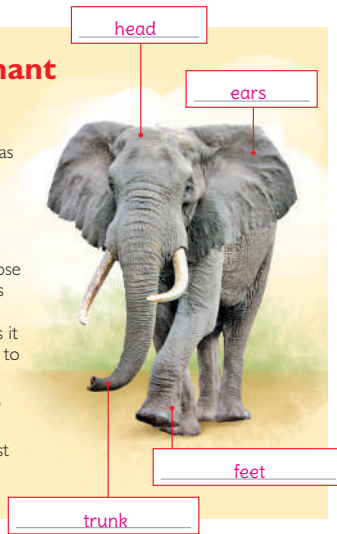
D Read and label the elephant.

The African Elephant

African elephants are very big animals. The African elephant has a large head and enormous ears. It has long tusks and big feet. Its trunk is about two meters long.

An elephant's trunk is really a very, very long nose. Noses are for smelling, but an elephant uses its nose for many other things. It pulls leaves from tall trees to eat. It sucks up water (7 liters at a time) and pours it into its mouth. It also uses its trunk to hug and greet other elephants.

What's the skin of an elephant like? It's very wrinkly and thick. And it's usually very dirty. Elephants put dust on their body as sun block!



E Work in small groups and write five questions about the elephant. Then, ask those questions to a different group and write down the answers. Look at the example.

What are its ears like?

1. _____
2. _____
3. _____
4. _____
5. _____

Answers will vary.

Vocabulary

African	greet	sucks
ears	hug	sunblock
elephant	leaves	trunk
enormous	mouth	tusks
dirty	nose	wrinkly
dust	pour	

CLIL: Natural Science

D Read and label the elephant.

Tell students to close their eyes and to imagine an elephant walking. Ask them to describe it. Write their ideas on the board. Tell them that they are going to read about the African elephant. Read the text aloud with students and clarify any vocabulary question. Then ask them to label the elephant's body parts. Invite volunteers to share their answers with the rest of the class. Check answers as a class.

E Work in small groups and write five questions about the elephant. Then, ask those questions to a different group and write down the answers. Look at the example.

Read the instructions and check comprehension. Divide the class into groups. Make sure you have an even number of groups for the second step of the activity. Have students complete the activity. Monitor and help. Correct any mistakes. Have the groups get together with another group. Ask students to ask their questions to the other group and write the answers. Monitor while they work. Invite some volunteers to share their questions and answers with the class.

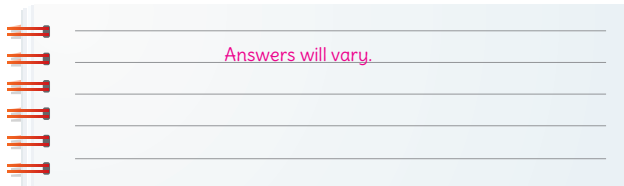
F Write the colors.

-  brown
-  black
-  gray
-  purple
-  blue

G  **Track 54** Listen and say.

Tina is tall, but her tail is tiny.
She has two tusks,
and a twirly trunk.
Tina turns from tree to tree,
and trumpets twice
When it's time for tea.

H Write about your pet or an imaginary pet you would like to have. What's it like?

 *Answers will vary.*

Go to page 99 in your Workbook and write an entry in your blog.

F Write the colors.

Ask students to write the name of the colors. To check answers, have some volunteers spell the word out. Divide the class into groups of 3 or 4. Ask groups to find things in the classroom in those colors and to bring them to the front. Then have some volunteers show the object and say the color.

Beginners	Fast finishers
Point to the pictures and elicit the words. Have them write the names of the colors.	Ask students to write the words as fast as they can. Have them raise their hands when they finish. Check.

G  **Track 54** Listen and say.

Tell students they are going to listen to a poem. Play Track 54 for students to listen. Elicit what they think the poem is about. Play the audio again for students to listen and repeat.

H Write about your pet or an imaginary pet you would like to have. What's it like?

Read the instructions and check comprehension. Have students complete the activity individually. Ask them to draw a picture of the pet described in their notebooks. Monitor and help. Put students into pairs to share their texts and drawings. Invite some volunteers to share the information about their pets.











Go to page 99 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Tell students to interview a family member or a friend about a strange animal they have ever seen in person or on TV or in a movie. Have them describe the animal for them. Tell students to draw the animal or paste a picture of it in the box below and write about it. Invite students to share their information with the class.

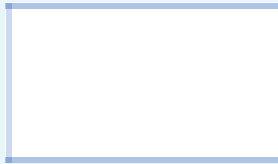
PROJECT

Imaginary Animals

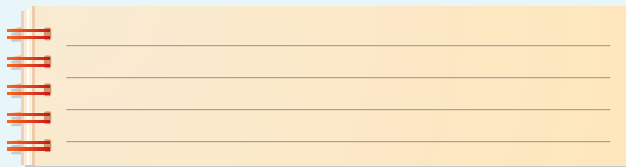
- 1 Work in groups. Think of two animals. Combine the animals to make one new animal. Complete the information chart.

	Animal 1: <u>Answers will vary.</u>	
	Animal 2: <u>Answers will vary.</u>	
	Name of the new animal: <u>Answers will vary.</u>	
	Color: <u>Answers will vary.</u>	
	Body parts: <u>Answers will vary.</u>	

- 2 Work together. Draw a picture of the new animal.



- 3 What's your new animal like? Write about it.



- 4 Show your animal to your classmates. Tell them all about it.



A giraphant has a long neck and four very big feet.

Lesson 8

137

PROJECT

Material:

pencils and colored pencils

Divide the class into groups of 3 or 4. Write the following riddles on the board. Set a time limit. Have groups answer the riddles as fast as they can. Riddles:

1 I am big and I am strong and my trunk is very long.

I am an...

2 I am an animal that has long hair around its neck.

I am a...

3 I look like a big cat. I have stripes and a long tail. I

live in India and I can run very fast. I am a...

Answers: 1 elephant, 2 lion, 3 tiger.

- 1 Work in groups. Think of two animals. Combine the animals to make one new animal. Complete the information chart.

Have students get in their project groups. Ask them to think of two animals and write them down. Then ask students to combine the animals to make a new and strange animal.

- 2 Work together. Draw a picture of the new animal.

Tell them to write the name of this new animal. Tell them to write what color it is and what body parts it has. Then ask them to draw a picture of the new animal.

- 3 What's your animal like? Write about it.

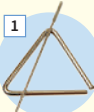




Tell students to describe their animal. Provide some sentences describing an animal. Elicit adjectives to describe physical characteristics. Write them on the board.

- 4 Show your animal to your classmates. Tell them all about it.

Then invite each group to come to the front and talk about their new animal. Have students vote on the best animal of them all.

Review 4

A Solve the puzzle.

1  2  3  4  5 



1 3 t r i a n g l e
2 c o m p a s s
w
4 s h o e s
5 g l u e

B Use the following words to complete the sentences.

his hers mine yours ours theirs

- This is my telescope. The flashlight is mine too.
- These are Helen's scissors. The paint brushes are hers, too.
- These towels are Pete's and Sandy's. Are the swimsuits theirs, too?
- That's Brian's backpack. This flashlight is his, too.
- Here are your shorts. I think these sandals are yours, too.
- We have tambourines and cymbals. These drums are ours, too.

C Complete the conversation.

- A: Whose scissors  are those?
 B: They're mine.
 A: And whose paintbrushes  are these?
 B: They're Eddie's.

138

Unit 4 Sorting Things Out

A Solve the puzzle.

Point at the pictures and elicit the names of the different things. Have students complete the activity. Monitor and help. To check answers, have some volunteers spell out the words. Write them on the board. Check.

B Use the following words to complete the sentences.

Read the instructions. Have some volunteers read the sentences aloud and to clap in the blank space. Tell students to complete the sentences with the correct word from the ones in the box. Have students complete the activity individually. Monitor and help. Put students into pairs to compare their answers. Invite some volunteers to share their answers. Check.

C Complete the conversation.

Read the instructions. Put students into pairs to complete the conversation. Monitor and help. Invite some pairs to act out the conversation for the class. Check.

D Find eight things from nature in the puzzle.

z	f	i	s	h	t	r
t	r	e	e	r	x	a
q	s	n	a	k	e	b
f	r	o	g	x	e	b
x	z	c	r	a	b	i
s	h	e	l	l	q	t

E Write **There is** or **There are**.

1. **There are** _____ two frogs in the picture.
2. **There is** _____ a butterfly.
3. **There is** _____ a caterpillar.
4. **There are** _____ three rabbits.

F Complete the conversation.

- A: **How many** _____ frogs are there?
B: **There** _____ are two frogs.
A: **How many** _____ rabbits are there?
B: **There** _____ are three rabbits.
A: **What is** _____ the butterfly **like** _____?
B: It's beautiful!

Review 4

139

D Find eight things from nature in the puzzle.

Elicit some words related to nature and write them on the board. Then read the instructions for the activity. Have students look at the puzzle. Tell them to find and circle eight words related to nature. Monitor and help. Elicit the words from students and have some volunteers spell them out. Check.

E Write **There is** or **There are**.

Read the instructions. Have students complete the sentences. Monitor and help. Invite some volunteers to share their answers. Check.

F Complete the conversation.

Read the instructions. Have students complete the conversation individually. Monitor and help. Put students into pairs to compare their answers. Ask them to take turns practicing the conversation. Monitor and correct any pronunciation mistakes.

Being Part of a Family

Vocabulary

cousins	forty-three	forty-seven
forty	forty-four	forty-eight
forty-one	forty-five	forty-nine
forty-two	forty-six	fifty


A Moment to Ourselves

Is family important? Why?

Have some volunteers talk about how many people there are in their families. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Write words related to family (*grandma, grandpa, mom, dad, brother, sister, daughter, son, cousin, niece, nephew, etc.*) on the board. Divide the class into two teams. Give each team a fly swatter. Have students line up side-by-side a short distance away from the board. Tell them that when you say a word, one person of the team has to run to the board and swat the correct word on the board. The student who arrives and swats first receives a point for their team. The game continues until all of the words have been called.

A  **Track 55 Listen and point. Song Cousins in my house.**

Have some volunteers count from 1 to 39. Write the numbers on the board as they count. Tell them that they are going to listen to a song about numbers and family members. Play Track 55 for students to listen and read along.

B **Say the other verses. Then sing along.**


Play Track 55 for students to listen, read and say the verses. Correct any pronunciation mistakes. Play the song again for students to sing along. Have students sing along without the track.

Lesson 1

UNIT 5


Being Part of a Family

Is family important? Why?

A  **Track 55 Listen and point. Song Cousins in my house.**

Cousins in my house


There are 40 cousins in my house.	Ring!
There are 40 cousins in my house.	Ring!
That's a lot of cousins in my house!	Ring!
Ring!	Ring!
There are 41 cousins in my house.	Ring!
There are 41 cousins in my house.	There are 50 cousins in my house.
That's a lot of cousins in my house!	There are 50 cousins in my house.
Ring!	That's a lot of cousins in my house.
There are 42 cousins in my house.	Please, please, please - all go home.
There are 42 cousins in my house.	Please, please, please - all go home.
That's a lot of cousins in my house!	Please go home and leave me alone!
Ring!	
Ring!	

B **Say the other verses. Then, sing along.**
C  **Stand in circles of eleven. Then, count up and down around the circle. Look at the example.**

40	41	42	43
50	49	48	47

140

Unit 5 Being Part of a Family

C  **Stand in circles of eleven. Then, count up and down around the circle. Look at the example.**

Form groups of 11. Tell students that they have to count up and down from 40 to 50 around the circle. Demonstrate the activity with some students. Have the whole group count from 40 to 50. Correct any pronunciation mistakes. Monitor while they work.

D Read and circle the correct answer.

What Is an Abacus?

This is an abacus. The abacus is a counting frame, or early calculator: There are ten wires across the frame. Each wire has ten colored beads on it. You slide the beads along the wires and count them. Pre-school and elementary school children all over the world use the abacus in their math classes. Is there an abacus in your classroom? Practice counting up to 50 in English on the abacus in the picture.



An abacus is for... **a) your math class.** b) your science class.

E Answer these questions.

1. How many beads are there on an abacus? One hundred
2. What substitutes the abacus? The calculator
3. What do the beads represent? The numbers

F Solve the problem. Then, write your own problem, and ask your friends for the answer.

Twenty pink flowers plus twenty blue flowers equals 40 flowers.

Vocabulary

beads	school	science
wire	abacus	
elementary	math	

CLIL: Mathematics

D Read and circle the correct answer.

Elicit the name of the object in the picture. Have some volunteers say the colors they see in the abacus. Ask *What is an abacus for? Have you used one?* Tell students to read the text individually and to complete the statement below. Check the answer together. Ask students to read the text again and underline the words they don't know. Tell them to choose five and look them up in their dictionaries.

E Answer these questions.


Read the instructions and check comprehension. Have students complete the activity individually. Monitor and help. Put students into pairs to share their answers. Invite some volunteers to share their answers and write them on the board.

F Solve the problem. Then, write your own problem, and ask your friends for the answer.

Ask students to read and solve the problem. Invite volunteers to share their answers with the class. Explain that they have to write their own problem. Tell them they can use numbers from 1 to 50. Monitor and help. Ask students to go around the classroom and ask their classmates for the answer. Ask some students to read their problems to the class. Have the class solve them.

G Write the missing numbers.

- | | |
|-----------------------------|-----------------------------|
| 1. <u>Forty</u> _____ | 7. <u>Forty-six</u> _____ |
| 2. <u>Forty-one</u> _____ | 8. _____ <u>Forty-seven</u> |
| 3. _____ <u>Forty-two</u> | 9. _____ <u>Forty-eight</u> |
| 4. _____ <u>Forty-three</u> | 10. <u>Forty-nine</u> _____ |
| 5. _____ <u>Forty-four</u> | 11. <u>Fifty</u> _____ |
| 6. _____ <u>Forty-five</u> | |

H  **Track 56** Listen and underline the /th/ sounds. Listen again and join in.

I think the thimbles are over there.
 There are thirty three thimbles on that chair!
 Oh yes, of course! They are on this chair!
Thank you! I couldn't see them anywhere!

I  Work with a partner and continue the story.

It's my party today. There are 40 children at my party. Oh! There's the door bell. Three more children! Now there are...


Answers will vary.

Go to page 102 in your Workbook and write an entry in your blog.

G Write the missing numbers.


Tell students that they are now going to write the words for the numbers listed. Students write the missing numbers. Invite volunteers to write the missing numbers on the board. Correct any spelling mistakes.

Beginners	Fast finishers
Point to the first number and elicit the next number. Have them write the number. Do the same with the next number, and so on. Check spelling.	Ask students to write the numbers as fast as they can. Have them raise their hands when they finish.

H  **Track 56** Listen and underline the /th/ sounds. Listen again and join in.

Ask students to listen to a tongue twister and identify the sound that is repeated. Play Track 56. Elicit the sound. Ask students to listen again and underline the /th/sounds. Play the track again. Have some

volunteers say the words where they underlined the /th/sound. Practice pronunciation. Tell students that they are going to listen to the tongue twister again, but this time they have to repeat it. Play track and have them repeat. Help them with pronunciation.

I  Work with a partner and continue the story.

Put students into pairs. Read the beginning of the story. Clarify any doubts. Ask: *What do you think happens next?* Tell students that they have to continue writing the story with their own ideas. Monitor and correct any grammar, spelling or punctuation mistakes. Invite some volunteers to share their stories with the rest of the class.

Go to page 102 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Tell students to interview their parents about their cousins. Go over the questions with the students and make sure everybody understands them. Tell students to complete the table. Have students share their information with their classmates

PROJECT

Make a Cousins Gallery

- 1 Work in groups of four. Talk about your cousins with your classmates.

I have three cousins.

My favorite cousin is Helena.
She is eight years old.



- 2 Draw pictures of your cousins on cards (or use photos). Write your cousins' names and ages on the cards.

Name: _____ Age: _____	Name: _____ Age: _____	Name: _____ Age: _____

- 3 Glue the pictures of your cousins on black construction paper. Display the pictures on the classroom wall to make a Cousins Gallery.
- 4 Go around looking at the Cousins Gallery. Ask questions about your partner's cousins.

Is she your favorite cousin?



Yes, she is.
She lives in Houston.

Lesson 1

143

PROJECT

Material:

pencils, colored pencils, photographs, glue, cards, and black construction paper

- 1 Work in groups of four. Talk about your cousins with your classmates.

Have a Spelling Bee with vocabulary related to family. Ask students to look at the project page. Read the instruction. Divide the class into groups of 3 or 4. Have students talk about their cousins in their group.

- 2 Draw pictures of your cousins on cards (or use photos). Write your cousins' names and ages on the cards.

Ask students to draw or paste their cousin's pictures on the cards. Have students write their cousins' names and ages on the cards. Monitor and help.

- 3 Glue the pictures of your cousins on black construction paper. Display the pictures on the classroom wall to make a Cousins Gallery.

When they are done, ask students to paste their pictures or drawings on black construction paper. Have students display the pictures on the classroom walls to make a Cousins Gallery.

- 4 Go around looking at the Cousins Gallery. Ask questions about your partner's cousins.

Have students go around the classroom and ask questions about their partner's cousins. Demonstrate the activity. Make sure everybody participates.

Lesson 2

Vocabulary

bedrooms	jacaranda	sidewalk
best friends	trees	slide
grandma	kids	swings

A Moment to Ourselves

Are brothers and sisters always best friends?

In pairs, ask students to share the name of their best friend. Then direct students to their student's book. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Start the class with a vocabulary review. You can have a mini Spelling Bee.

Lesson 2

Are brothers and sisters always best friends?

A Track 57 Listen and read.

Grandma: Do you like your new house?

Rita: Yes Grandma. It's great.

Grandma: What about your bedrooms?

Craig: Mine's at the back of the house.

Rita: And mine's at the front of the house.

Craig: There's a park at the back of the house. I can see it from my bedroom window.

Grandma: That's nice.

Rita: There's a road in front of the house.

There are some jacaranda trees on the sidewalk. They're very pretty.

Grandma: I love jacaranda trees.

Craig: There's a slide in the park.

Rita: And there's a big dog in the house in front. There are three kids in that house, too.

Craig: Be quiet, Rita. I'm talking. And there are some swings, grandma!

Rita: You be quiet, Craig. I'm talking!

Grandma: Stop fighting! You're both talking to me!

Rita: And they have a cool car. There's a pink car in front of their house!



Singular: There's a park at the back of the house.
Plural: There are some jacaranda trees.

B Talk about the view from Craig's bedroom and Rita's bedroom. Look at the example.

There's a park.

There are some jacaranda trees.

C Talk with your friends about the view in your classroom. Look at the example.

There's a clock in front of the desk.

144

Unit 5 Being Part of a Family

A Track 57 Listen and read.

Point to the picture and have students say what they see. Help with vocabulary. Have students predict what the conversation will be about. Play Track 39 for students to listen and read. Have students say if their predictions were right or wrong. Then, ask: *What are the girl and the boy doing? Who are they talking to? Are they happy in their new house? Play the conversation again for students to find the answers. Elicit answers.*

Cross-Check

Direct students' attention to the information on the box. Read it with them and write the sentences on the board below the headings *Singular* and *Plural*. Point at an object in your classroom and say something like this: *There's a computer in the room.* Point at the students and say *there are X students in the classroom.* Write both sentences below the corresponding headings. Elicit more examples and have some volunteers come to the board to write them down.

B Talk about the view from Craig's bedroom and Rita's bedroom. Look at the example.

Read the instructions and check comprehension. Direct students' attention to the sample sentences provided. Put students into pairs to talk about the view from Craig's and Rita's bedrooms. Monitor and help. If you detect that there are some problems using *there is* or *there are*, give a whole-class feedback after the next speaking activity.

C Talk with your friends about the view in your classroom. Look at the example.

Divide the class into groups of 3 or 4. Have students talk about the view in their classroom. Elicit an example from students. Monitor while they work. Make sure everybody participates in the activity.

D Read and circle the correct answer.

Ode to My Family

I like my mom,
and I like my dad.
But, living with my sister
is really bad!

She doesn't like soccer.
She doesn't like cars.
And she likes to take
all my candy bars!

I like the dog,
and I like the cat.
But, I don't like my sister
and that is that!

I like my mom,
and I like my dad.
But, living with my brother
is really bad!

He doesn't like playing
except with boys.
And he likes to hide
all my favorite toys!

I love the dog,
and I love the cat.
But, my brother's horrible
and that is that!



The brother and sister in the poem...

a) are good friends.

b) are not best friends.

E Answer these questions in your notebook. Answers will vary.

1. Why do you think the boy doesn't like his sister?
2. Why do you think the girl says "My brother is horrible"?
3. Do you think all brothers and sisters fight?

F Make a list of the things you don't like about your brother or your sister (or another member of your family). Compare your lists.

Vocabulary

soccer	don't like	dog
cars	horrible	fight
candy bars	hide	bad
like	toys	best friends

CLIL: Literature

D Read and circle the correct answer.

Ask: *What's a poem?* Read the poem along with students. Have them read and circle the correct answer. Ask students to read the poem individually to answer some comprehension questions: *Does the boy like his mom and dad? Does the boy like his sister? Does the girl like his brother?* Monitor while they read and answer the questions. Check answers together. Discuss how well they get along with their brothers and sisters.

E Answers these questions in your notebook.

Read the instructions and questions along with the students. Make sure everybody understands. Have students read the text from exercise D again and answer the questions. Monitor while they work. Help students with any vocabulary. Then ask some volunteers for the answers and check with the class.

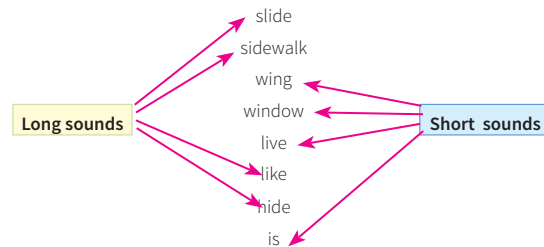
F Make a list of the things you don't like about your brother or your sister (or another member of your family). Compare your lists.

Read the instructions along with the students. Write the following examples on the board: *I don't like that my sister takes my candy bars. She doesn't like soccer. She doesn't like the cat.* Monitor and help. Check grammar and spelling. Correct any mistakes. Put students into pairs. Have students compare their lists.

G Listen and write the words.

1. *Answers will vary.* _____
2. *Answers will vary.* _____
3. *Answers will vary.* _____
4. *Answers will vary.* _____
5. *Answers will vary.* _____

H Listen and draw lines to the correct column. Listen again and compare your answers with a partner.



I Write a description of the inside of your bedroom. Look at the example.

There is a quilt on my bed.
There are some toys in my closet.

Answers will vary.

Go to page 105 in your Workbook and write an entry in your blog.

G Listen and write the words.

Choose 5 words from this unit. Dictate them and have students write them down. To check answers, have some volunteers spell out the words while other volunteers write them on the board.

Beginners	Fast finishers
If necessary, spell the words out for students.	Say the words and ask students to write the words as fast as they can.

H Listen and draw lines to the correct column. Listen again and compare your answers with a partner.

Write *long sounds* and *short sounds* on the board. Then say *slide* and ask students to identify if the /i/ sound is short or long (long). Write the word below the correct column. Then say *live* and ask the same questions (it's a short sound). Tell students you are going to say some words and

they have to say if the sound is short or long. Read the words listed in the book. Then ask them to match the words to the type of sound. Say the words again for students to confirm their answers. Have students compare their answers with a partner. To check answers, have some volunteers say the words aloud. Correct pronunciation.

I Write a description of the inside of your bedroom. Look at the example.

Have students write about their bedroom. Monitor and help. Correct any grammar or spelling mistakes. Put students in groups of 3 or 4. Ask them to take turns sharing their descriptions.

Go to page 105 in your Workbook and write an entry in your blog.

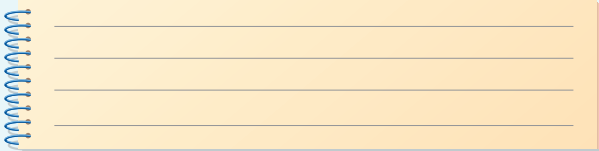
This activity is optional. It can be done for homework. Tell students to interview 4 classmates about their brothers or sisters. Go over the questions with the students. Have students complete the table. Invite students to share their answers with the class.

PROJECT

Write a Composition

- 1 Write a brother and/or sister composition called *Good Friends or Family But Not Friends*.
- 2 Do you have any brothers or sisters? Complete the chart. If you don't have any brother or sister, choose a friend.

Brother (s) (Yes)	Sister (s) (Yes)
Name (s) _____	Name (s) _____
Age (s) _____	Age (s) _____

- 3 In groups talk about your brothers and sisters. Are they your friends? Why? Are they not your friends? Why not? What do you do with your brothers and sisters? What are the good things about your brothers and sisters? What are the bad things about your brothers and sisters?
- 4 Write a composition about you and your brother(s) and / or sister(s).

- 5 Exchange compositions with a classmate. Correct your friend's composition. Have them correct yours.
- 6 Read your composition to the class. Answer any questions your friends may have.
- 7 Put your composition carefully away in your portfolio.

Lesson 2

147

PROJECT

Material:

sheets of paper, pencils, and colored pencils

- 3 In groups talk about your brothers and sisters. Are they your friends? Why? Are they not your friends? Why not? What do you do with your brothers and sisters? What are the good things about your brothers and sisters? What are the bad about your brothers and sisters?

Divide the class into pairs. Tell them to talk about their brothers and sisters using the questions provided.

- 1 Write a brother and / or sister composition called *Good Friends or Family But not Friends*.

Read the instructions on the page. Tell students that they have to write a composition called *Good Friends or Family but Not Friends*. Make sure everybody understands what the composition is about. Tell them to follow the next two steps to do so.

- 2 Do you have any brothers or sisters? Complete the chart. If you don't have any brother or sister, choose a friend.

Have students complete the chart with information about their brothers or sisters. Go over the information they have to complete and clarify any doubts. Have students work on their own at this point.

- 4 Write a composition about you and your brother(s) and / or sister(s).

Ask students to write a composition about their brothers or sisters.

- 5 Exchange compositions with a classmate. Correct your friend's composition. Have them correct yours.

Put students into pairs to exchange their compositions to correct them.

- 6 Read your composition to the class. Answer any questions your friends may have.

Have students read their compositions to the class.

- 7 Put your conversation carefully away in your portfolio.

Ask students to put their compositions away in their portfolio.

Lesson 3

Vocabulary

small	houses	contest
flags	parades	river
town center	barbecues	

A Moment to Ourselves

Do you like to spend time with your family? Why?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Have students help you make a list of the things they like to do with their family. Write their ideas on the board.

Getting Started

Have students stand in a circle. Ask a question (related to concepts seen in this unit) and then toss the ball to a student. If the student does not answer correctly, he / she returns the ball to you and sits down. Then repeat the question and throw the ball to another student. After it is answered, ask a new question to a different student and the game continues.

Lesson 3

Do you like to spend time with your family? Why?

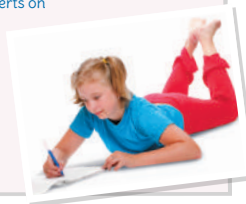
A Read and answer the question.

Hi Carlos:

It's the 4th of July today. That's Independence Day here in the USA. I live in Blue Bonnet in Texas with my mom, dad and two brothers. Blue Bonnet is very small. There aren't any big parades here for Independence Day. But, we have some small parades for the kids. There are flags in front of all the houses today, and some flags in the town center, too. There aren't any big floats in our parades. But, we have some public barbecues in the park - a lot of hot dogs and hamburgers. That's cool. There are some concerts on Independence Day in the big cities. There aren't any concerts here, but there are some frisbee contests for the kids near the river. They're great! There's even a frisbee contest for dogs!

What's your Independence Day like in Mexico? Write and tell me.

Kimberly



What kind of contests are there in Blue Bonnet?

contests for kids

B Talk about the picture using these words.



skateboards
hamburgers flags
trees kids dog

There aren't any big parades.
There are some small parades for kids.

148

Unit 5 Being Part of a Family

A Read and answer the question.

On the board, write the questions: *What type of text is this? Who is the sender? Who receives the letter?* Have students read the text and answer the questions. Monitor and help.

Cross-Check

Write *any* and *some* on the board. Tell students to read the sentences in the box and ask: *When is any used? In negative or in affirmative sentences?* Then ask them to find more examples of sentences with *any* and *some* in the text in exercise A.

B Talk about the picture using these words.

Read the instructions and check comprehension. Make sure everybody knows the meaning of the words. Clarify any doubts. Put students into groups of 3 or 4. Ask them to take turns talking about the picture. Invite some volunteers to say some sentences to the class.

C Read and write the correct answer.

Hello Kimberly:

Thank you for your email about Independence Day in the United States. Independence Day in Mexico is on September 16th. There's a big parade in Mexico City on that day. There are flags everywhere! But, it's a big family occasion, too. We have a big family party on the night of the 15th. All my family come to our house on that night. There are always some of my parents' friends, too. There aren't any hamburgers or hot dogs for dinner on the 15th! There are some special chilies called *chiles en nogada* for dinner. We like singing in my family, so there are some songs before dinner. There aren't any songs after dinner, because everyone watches the President on television!

Write soon.

Carlos

Where is Carlos when he sees the president on TV?

At home with his family.

D Answer these questions in your notebook. Answers will vary.

1. How do you celebrate Independence Day?
2. What do you like about the Independence Day celebrations?
3. What are the similarities and differences between celebrations for Independence Day in the United States and your country?

E Work with a partner and write sentences in your notebook about what you see in the picture. Then, compare your sentences with a different couple.



Lesson 3

149

Vocabulary

Independence Day parade
dinner celebration
singing

CLIL: Social Studies

C Read and write the correct answer.

Have students look at the text and say what type of text it is (*an email*). Read the text aloud along with the students. Ask: *What is the text about?* Elicit the main idea of the text. Ask them to read again in order to answer the question in their books. Invite a volunteer to share his / her answer with the class and check.

D Answer these questions in your notebook.

Read the instructions and check comprehension. Have students complete the activity individually. Monitor and help. Put students into pairs to share their answers. Invite some volunteers to share their answers and write them on the board.

E Work with a partner and write sentences in your notebook about what you see in the picture. Then, compare your sentences with a different couple.

Ask students to get into pairs. Read the instructions along with them. Monitor and help. Ask students to join another pair. Have them compare their answers. Invite volunteers to read their sentences to the class.

F Write the words under the pictures.



flag

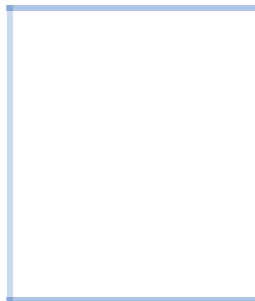
dances

mole

G **Track 58** Listen and underline the /f/ sounds. Listen again and join in.

There are flags and floats.
Frisbees and fun,
and firework displays
for everyone!

H Draw a picture of a celebration in your country.
Write three sentences using **some** and three sentences using **any**.



Some	
1.	Answers will vary.
2.	Answers will vary.
3.	Answers will vary.
Any	
1.	Answers will vary.
2.	Answers will vary.
3.	Answers will vary.

Go to page 108 in your Workbook and write an entry in your blog.

F Write the words under the pictures.

Ask students to label each picture. Invite volunteers to write the words on the board. Correct any spelling mistakes.

Beginners	Fast finishers
Point to the pictures and elicit the words. Have students write them.	Ask students to write the words as fast as they can. Have them raise their hands when they finish. Ask them to spell the words out.

G **Track 58** Listen and underline the /f/ sound. Listen again and join in.

Write /f/ on the board and elicit words with this sound. Write their words on the board. Tell students that they are going to listen to a rhyme and they have to underline the /f/ sounds. Play Track 58 for students to listen and underline the sounds. Play the audio again if necessary. Invite

some volunteers to share their answers with the class. Check. Play the track again for students to listen and repeat. Have them say the rhyme aloud without the audio. Correct any pronunciation mistakes. Ask some volunteers to say the rhyme.

H Draw a picture of a celebration in your country. Write three sentences using **some** and three sentences using **any**.

Read the instructions and check comprehension. Have students complete the activity. Monitor and help with vocabulary and correct spelling and grammar. Put students in groups of 3 or 4. Ask them to compare their pictures and sentences with their group.

Go to page 108 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Encourage students to talk about the parades they like the most. Tell students to draw a picture of their favorite parade and write sentences to describe their picture. Invite students to share their drawings with the class.

PROJECT

A Poster Display of a Special Holiday in Your Country

- 1 Work in groups of four. Choose a special holiday in your country:



- 2 Make notes about how the day is celebrated in your country.
- 3 Draw pictures of the celebrations and display them on a poster.
- 4 Write sentences to explain the pictures.
- 5 In your groups, talk about how the special day is celebrated in your family.
- 6 Show your special holiday poster to the class.

Lesson 3

151

PROJECT

Material:

pencils, colored pencils, sheets of paper, and cardboard

Have students brainstorm different celebrations in their country. Write their ideas on the board. Ask students: *What are some of the celebrations you like the most?* Have them choose from the ones they brainstormed previously.

- 1 Work in groups of four. Choose a special holiday in your country.

Ask students to look at the project page. Divide the class into groups of 4. Have them choose a special holiday.

- 2 Make notes about how the day is celebrated in your country.

Make a list of the type of information that is necessary to talk about when describing a celebration (name, date, food, traditions). Have students write notes about how the day is celebrated.

- 3 Draw pictures of the celebrations and display them on a poster.

Ask students to draw pictures of the celebrations and display them in a poster.

- 4 Write sentences to explain the pictures.

Ask students to write sentences to explain the pictures. Monitor and help. Correct any grammar, spelling or punctuation mistakes.

- 5 In your groups, talk about how the special day is celebrated in your family.

Have students talk about the celebration in their groups. Ask them to give more ideas about the celebrations they are talking about. Give students some time to add more information on their posters.

- 6 Show your special holiday poster to the class.

Ask students to show their posters to the class. Have the rest of the class choose their favorite poster and elicit why they like them.

Lesson 4

Vocabulary

pencils silver pocket money
 pixie rulers pencil cases
 regular ruler magic pencils

A Moment to Ourselves

Do you like to spend time on your own?
 Why?

On the board write: 'on your own' and explain meaning to students. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Play *Hot Potato* with the students. Encourage them to ask and answer questions about their favorite activities.

Lesson 4

Do you like to spend time on your own? Why?

A Track 59 Listen and read.

Janet: Do you have any magic pencils?
Store Assistant: Yes, I do.
Janet: Two please.
Store Assistant: Two magic pencils. Anything else?
Janet: Do you have any princess colored pencils?
Store Assistant: Yes, I do! In ten different colors!
Janet: Wow! Ten please. And, do you have any pixie rulers?
Store Assistant: No, I don't have any pixie rulers. But, how about a regular ruler?
Janet: No thanks. Do you have any silver pencil cases?
Store Assistant: Yes.
Grandfather: Hey! That pencil case looks expensive!
Janet: Don't worry, Grandpa. I have my pocket money.
Store Assistant: Two magic pencils, ten princess colored pencils and one silver pencil case. That's 35 dollars.
Janet: Oh! I don't have 35 dollars. Just the magic pencils and the princess colored pencils, please.
Store Assistant: That's 8 dollars. Have a good day!



B Talk with your friends about the things you can find in the store. Look at the example.

Do they have any magic pencils?
 Yes, they do.

Do you have any magic pencils?
 Yes, I do.

C Work in pairs. Put some school supplies on the desk. Act a scene in the school supplies' store. Look at the example.

Do you have any scissors?
 Yes, I do.

152

Unit 5 Being Part of a Family

A Track 59 Listen and read.

Point at the picture and ask students to describe what they see. Tell students they will listen to a conversation between a store assistant and some customers. Play on Track 59. Have students listen and read. To check comprehension, on the board write the questions: *What does the girl want to buy? What does the girl buy?* Elicit answers. Finally, elicit the meaning of pocket money and ask them if they receive any from their parents or grandparents.

Cross-Check

Read the question and the answer in the box. Ask students to find questions like this in the conversation and to underline them. Elicit the questions and their answers. Write them on the board. Then ask similar questions related to school supplies to different students and have them answer with their personal information.

B Talk with your friend about the things you can buy at the store. Look at the example.

Put students into pairs. Read the instructions along with the students. Demonstrate the activity with a student. Have students make a list about the things they can buy at a store. Monitor and help. Invite volunteers to share their answers with the class.

C Work in pairs. Put some school supplies on the desk. Act a scene in the school supplies' store. Look at the example.

Ask students to stay with the same partner they were working with. Have them put their school supplies on a desk and have a conversation similar to the one in exercise A. You can model the activity so they all understand what they have to do. Monitor and help.


Vocabulary		
chores	candy	responsible
piggy bank	toy	receive

D Read and write the title you think is the best for the article.

Answers will vary.

Pocket money is great. Most kids have pocket money every Saturday. But, pocket money is not a gift from your parents. Most children do chores at home, and then they receive their pocket money. No chores! No pocket money!

Learn to save:
Are there any new toys or new games you want? Don't ask your parents to buy them. Wait two or three weeks. Save your pocket money. Don't buy candy for a week or two! Then, buy the new toy or game you really want! Be responsible! Learn to save money. Save your money in a safe place like a piggy bank!



E Read and discuss these questions with a partner. Answers will vary.

1. Do you think pocket money is necessary?
2. Do you think it's a good thing to do chores in exchange for pocket money?

F Answer these questions. Then imagine you are in a toy store. Write a short conversation. Look at the example.

1. How much money do you have in your piggy bank? *Answers will vary.*
2. What toys and games do you want to buy? *Answers will vary.*

A: Do you have any bikes?
B: Yes we do. We have several models.

A: _____

B: _____

CLIL: Social Studies

D Read and write the title you think is the best for the article.

Have students look at the picture and ask what the girl has in her hand (*a piggy bank*). Ask students if they have one and why they have it. Read the text aloud along with the students. Then, have students read the text again and write a title for it. Additionally, you can ask more comprehension questions, for example, *Why is it important to save money? Do you do chores at home? Do get money from helping around the house?*

E Read and discuss these questions with a partner.


Read the instructions and check comprehension. Have students complete the activity individually. Monitor and help. Put students into pairs to share their answers. Invite some volunteers to share their answers and write them on the board.

F Answer these questions. Then imagine you are in a toy store. Write a short conversation. Look at the example.

Read the instructions and questions along with the students. Make sure everyone understands. Put students into pairs to do the activity. Monitor and help. Correct any grammar or spelling mistakes. Have some volunteers act out their dialog in front of the class.

G Listen and write the words. Then, compare your answers with a partner.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.

H  **Track 60** Listen and underline the /p/ and /b/ sounds. Listen again and join in.

Don't put that dollar in your pocket!
Put it in your piggy bank!
Buy a ball and play in the park.
Play with the ball until it is dark!

I Imagine that you have to buy the materials for an art project. Work with a partner and write a list. Then, write the conversation you would have at the store. Follow the example.


<p>Material List for Our Art Project</p> <ol style="list-style-type: none"> 1. _____ 2. <u>Answers will vary.</u> 3. _____ 4. _____ 5. _____ 	<p>A: Hello. Do you have...</p> <p>B: _____</p> <p>A: <u>Answers will vary.</u></p> <p>B: _____</p> <p>A: _____</p> <p>B: _____</p>
--	---

Go to page 111 in your Workbook and write an entry in your blog.

G Listen and write the words. Then, compare your answers with a partner.

Choose 6 words from this unit. Dictate them and have students write them down. To check answers, have some volunteers spell out the words while other volunteers write them on the board.

Beginners	Fast finishers
If necessary, spell the words out for students.	Say the words and ask students to write the words as fast as they can.

H  **Track 60** Listen and underline all the /p/ and /b/ sounds. Listen again and join in.

Write /p/ and /b/ on the board. Elicit words with these sounds and write them on the board. Tell students that they are going to listen to more words with these sounds and that they have to underline them in the words. Have

them take out their red and green colored pencils. Next to the sounds on the board write green for the /p/ sound and red for the /b/ sound. Tell them to underline the sounds according to the colors on the board. Play Track 60 and have them listen and underline. Play it again and ask students to repeat after the chant. Have students practice the chant and correct pronunciation.

I Imagine that you have to buy the materials for an art project. Work with a partner and write a list. Then, write the conversation you would have at the store. Follow the example.

Ask students to make a list of the things they would need to work on an art project. Then put students into pairs to share their lists. Ask them 3 items they need to buy from their lists and to write a conversation similar to the one in exercise A, page 152. Monitor and help.

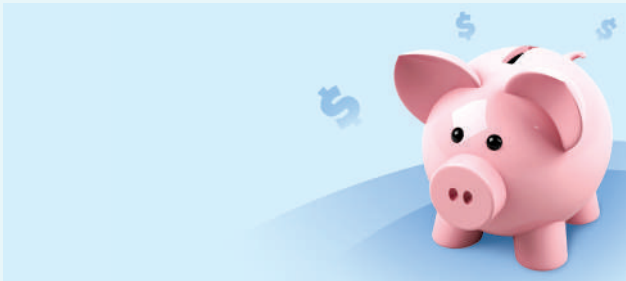
Go to page 111 in your Workbook and write an entry in your blog.

This activity is optional. Tell students to write a conversation they would have at the store buying the school supplies they need.

PROJECT

Pocket Money

- 1 Make a piggy bank. Use a box. Make a slit in the top of the box. Draw a pig on construction paper. Color the pig. Cut it out and glue it onto the front of the box. Your piggy bank is complete.
- 2 Work in groups of four and discuss the following questions. Write some notes if necessary.
 - What chores do you do?
 - How much pocket money do you get?
 - Who gives you your pocket money?
 - What things do you buy with your pocket money?
 - How much pocket money do you save?
- 3 Write the answers you get from your group in small cards. When you finish, put them in your piggy bank.
- 4 Go around the class. Talk about the notes in your piggy bank with your classmates.



Lesson 4

155

PROJECT

Material:

box, construction paper, pencils, colored pencils, glue, and cards

Divide the class into groups of 3 or 4. Draw on the board a table with these headings *Family*, *Numbers* and *Colors*. Tell them that they are going to play *Stop the Bus!* They are going to write as many words as they can and when you say *stop the Bus!* They have to stop writing. Count has many correct words each team wrote.

- 1 Make a piggy bank. Use a box. Make a slit on the top of the box. Draw a pig on construction paper. Color the pig. Cut it out and glue it onto the front of the box. Your piggy bank is complete.

Read the instructions. Ask students to make a slit in the top of the box. Then, have them draw a pig on construction paper. Ask them to color the pig. Then, ask students to cut it out and glue it onto the front of the box. Have them show their piggy banks to the class.

- 2 Work in groups of four and discuss the following questions. Write some notes if necessary.

Form groups of four. Have students discuss the questions listed in their books.

- 3 Write the answers you get from your group in small cards. When you finish, put them in your piggy bank.

Have students write their answers on cards. Monitor and help. Then ask them to fold the papers in half and to put them in their piggy banks.

- 4 Go around the class. Talk about the notes in your piggy bank with your classmates.

Then, ask students to put their cards in their piggy bank. Finally, have students go around the classroom and talk about the notes in their piggy bank.

Lesson 5

Vocabulary

bicarbonate of soda	measuring cup
bottom	paper tissues
cabinet	sandwich bags
experiment	vinegar
kitchen	

A Moment to Ourselves

Where do you like to spend your time?
Why?


On the board, write: 'free time activities' and ask students to brainstorm ideas and list them on the board. Ask students what they like doing in their free time. Ask the question and give students a few minutes to think about the answer before sharing their ideas with others. This is a good moment to present the lesson's vocabulary.

Getting Started

Ask students to tell you a few random letters of the alphabet and write them on the board. Leave some space around each letter because you'll need the space to write the words that come up during a brainstorming session. Then ask for words (nouns) that begin with each letter. Do the same with the rest of the letters provided.

Lesson 5

Where do you like to spend your time? Why?

A  **Track 61** Listen, read, and check the correct answers.

Terry: Where are the sandwich bags, mom?

Mom: In the kitchen cabinet.

Terry: And, where's the bicarbonate of soda?

Mom: It's in the cabinet on the bottom shelf.

Terry: Where's the vinegar?

Mom: Next to the bicarbonate of soda.

Terry: And, where's your measuring cup?

Mom: On the table.

Terry: Where are the paper tissues?

Mom: On the table, too. What are you doing?

Terry: I'm doing an experiment.

Mom: What type of experiment?

Terry: I want to know all about...



Where's the vinegar?
Where are the paper tissues?

Terry is looking for...

- sandwich bags. butter. a knife and a fork.
 soap. a measuring cup.


B Draw these objects in the following picture.

a plate
chopsticks
sneakers
a bottle of water
a flashlight
a drum



156

Unit 5 Being Part of a Family

A  **Track 61** Listen, read, and check the correct answers.

Point at the picture and have students describe what they see. Tell students they are going to listen to a conversation and say what they are talking about. Play Track 61. Then, start a class discussion to answer the activity. Ask: *What is Terry looking for?* Have students check the things on the list provided.

Cross-Check

Read the questions in the box and ask them to answer them according to the conversation in exercise A. To practice ask them to look around the classroom and ask questions like *Where is / are the...?* Have some volunteers answer those questions.

B Draw these objects in the following picture.

Elicit the place shown in the picture. Elicit some of the things that we usually have in our kitchen at home. Ask a volunteer to read the words in the box. Make sure everybody knows the meaning of the words. Then have students draw the things in the picture. Monitor. Finally, put students into pairs to compare their drawings. Encourage them to ask questions using the structure: *Where is / Where are...?*

C Read.

The Exploding Sandwich Bag

Do you like doing experiments? Are you curious to see the results? In the exploding sandwich bag experiment, put warm water and vinegar into a zip lock bag. Then, put three teaspoons of bicarbonate of soda into a paper tissue. Put the tissue with the bicarbonate into the bag and close it. Be quick! Put the bag on the ground and step back. Wait for the POP! Vinegar and bicarbonate of soda create carbon dioxide. Carbon dioxide expands and the sandwich bag explodes! Cool, huh? It's a good idea to do the experiment outside and clean up well!



D Read again and circle the correct answer.

1. What does the paper tissue do?
 - a) It mixes with the water and explodes.
 - b) It stops the vinegar and bicarbonate of soda from mixing immediately.**
2. What happens when the vinegar and baking soda mix?
 - a) They form a gas.**
 - b) They produce water.
3. Why is it necessary to step back?
 - a) To see better.**
 - b) To protect your clothes.

E  **In pairs, complete the following conversation in your notebook. Then, act it out in front of the class.**

Jenny: Mom, I'm making a volcano. I need bicarbonate of soda, vinegar, paper towels, food coloring, two spoons and some cookies to eat! Where _____ **Answers will vary.** _____?

Lesson 5

157

Vocabulary

carbon dioxide	explode
clean up	paper tissue
curious	quick
expand	results
experiments	zip lock bag


CLIL: Science

C Read.

Point to the photograph and ask students to say what they think the girl is going to do (*a science experiment*). Read the title of the text and have them guess how they can make a sandwich bag explode. Then read the text aloud along with students to find out how to do that. Ask: *How can you make a sandwich bag explode?* Give them some time to write their answer down in their notebooks. Elicit answers according to the text. Write a couple of sentences explaining the experiment on the board with their help.

D Read again and circle the correct answer.

Read the instructions and check comprehension. Have students complete the activity individually. Monitor and help. Put students into pairs to share their answers. Ask some volunteers to share their answers and write them on the board.


E  **In pairs, complete the following conversation in your notebook. Then, act it out in front of the class.**


Read the instructions and check comprehension. Read the incomplete conversation in the book and ask students to complete it in their notebooks, and with their partner's help. Set a time limit and then ask students to practice their conversations in pairs. Invite each pair to the front to act out their conversation. Correct any pronunciation mistakes.


F Complete the words.


Have students look at the pictures. Say: *I a* (clap once) *of water*, and do the same with the rest of the pictures. Ask them to substitute the clap with the correct word, for example *a* (clap = bottle) *of water*. Then ask them to write the missing words individually. Monitor.


F Complete the words.

1  bottle
of water

2  measuring cup

3  sandwich
bag


4  kitchen
cabinet

5  paper
towel

G Track 62 Listen and underline the /th/ sounds. Listen again and join in.

Put the tissue in the bag.
Put the bag on the ground.
The sandwich bags are in the kitchen.
The tissues are in the box.

H Imagine you are going to do this experiment. Write in your notebook a conversation with your Mom and Dad asking where things are.



You: Dad, I'm doing a leaf experiment.
Where _____?

Dad: _____ *Answers will vary.*

You: _____ *Answers will vary.*

Dad: _____ *Answers will vary.*

Go to page 114 in your Workbook and write an entry in your blog.

158 **Unit 5 Being Part of a Family**

Beginners	Fast finishers
Point to the pictures and elicit the words. Have them complete the words.	Ask students to complete the words as fast as they can. Have them raise their hands when they finish. Check.

G Track 62 Listen and underline the /th/ sounds. Listen again and join in.

Play Track 62 for students to listen and identify the repeated sound. Elicit the sound and write /th/ on the board. Ask students to say some of the words in the chant with this sound. Write them down. Play the track again for students to read and circle the /th/ sounds. Practice the chant with them and correct pronunciation.

H Imagine you are going to do this experiment. Write in your notebook a conversation with your Mom and Dad asking where things are.

Read the instructions and check comprehension. Point at the pictures and elicit what they think the experiment is and the materials that are needed. Have students complete the activity individually in their notebooks. Monitor and help. Then, put students into pairs to share their conversations. Invite some volunteers to share their conversations with the rest of the class.

Go to page 114 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Encourage students to say if they like to do science experiments. Tell students to make a list of things they need for their favorite science experiment. Have them explain how they do it and draw a picture of it. Put students into pairs to explain their experiment to each other.

PROJECT

Make a Group Hidden Object Picture

- 1 Get into groups of four. Decide the location of your picture: at school, at home, in the kitchen, etc.
- 2 Make a list of ten things to “hide” in your picture.

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

- 3 Draw your picture on a piece of white construction paper.
- 4 Hide the things on your list in your picture.
- 5 Color your picture.
- 6 Fix your picture on the whiteboard and ask the class questions.

Where are the scissors?



They're on the table.

Lesson 5

159

PROJECT

Material:

white construction paper, pencils, colored pencils, and magnets or sticky tack

Play a vocabulary game of what students remember from the lessons. Divide the class into two teams. Give each team a different colored marker. Name the teams according to the color of marker they'll have. Draw a line to equally divide the whiteboard. Write the name of one team on the left and the name of the other team on the right. Tell them to take turns writing a word they learned on the board. They write a word and give the marker to another student. Set a time limit (3-5 minutes) and start the game. Count the amount of correct words each team wrote. The team with the most correct words wins.

- 1 Get into groups of four. Decide the location of your picture: at school, at home, in the kitchen, etc.

Divide the class into groups of 4. Each group needs their own of materials. The magnets or sticky tack will be used to fix their pictures to the whiteboard. Have each group decide the location of their pictures.

- 2 Make a list of ten things to “hide” in your picture.

Ask them to write ten things they are going to hide in their picture. Monitor and help.

- 3 Draw your picture on a piece of white construction paper.

Have students draw their pictures on a piece of white construction paper.

- 4 Hide the things on your list in your picture.

Ask them to draw the things they wrote in their pictures. Tell them they have to hide the things on their lists.

- 5 Color your picture.

Have them color their pictures.

- 6 Fix your picture on the whiteboard and ask the class questions.

Ask them to fix the pictures on the whiteboard, one group at a time. The group in turn, comes to the front of the classroom and asks questions about the things they hid in their pictures. The rest of the class has to answer. Repeat this process with each group.

Lesson 6

Vocabulary

dancing	T-shirt	wearing
jeans	top	
neighbor	watching	

A Moment to Ourselves

Do you notice other people's clothes?
Why?

In pairs, ask students to say what their favorite clothes are. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Write these questions on the board: *What color are they? What size are they? What shape are they? Do you like them? Are they comfortable? What do you do when you wear them?* etc. Ask students to look at their shoes and answer the questions in silence. Put students into pairs to discuss the questions.

Lesson 6

Do you notice other people's clothes? Why?

A Track 63 Listen and read.

- Ana:** What are you doing?
Ethan: I'm watching your brother and my sister. They're at the neighbor's barbecue.
Ana: What's my sister doing?
Ethan: She's dancing with my brother!
Ana: What's she wearing?
Ethan: White jeans and a top.
Ana: What color is her top?
Ethan: Red.
Ana: What's your brother wearing?
Ethan: Blue jeans and a yellow sweatshirt.
Ana: What are they doing now?
Ethan: They're holding hands... oh and...
Mother: Ana! Ethan! Stop spying! Come inside now and have your supper!



What are you/they doing?
 What's he/she wearing?
 What color is it/are they?

- B** Read the conversation again and underline in color blue all the **What-questions**. Practice asking and answering with a partner.
- C** Think of three more **What-questions** about people in the classroom. Ask and answer. Follow the example.
- What color is her dress?
 It's red.*

160

Unit 5 Being Part of a Family

A Track 63 Listen and read.

Ask them to guess what the children in the picture are looking at. Tell students they will listen to a conversation and to find out what the children are looking at through the window. Play Track 63. Elicit answers. Play the conversation for them to listen and read. Clarify any vocabulary questions.

Cross-Check

Ask the questions in the box and have some volunteers answer them. Then have students get into pairs and ask each other the questions.

B Read the conversation again and underline in color blue all the **What-questions**. Practice asking and answering with a partner.

Have students complete the activity individually. Put students into pairs to practice asking and answering *What-questions*. Elicit the *what questions* in the conversation.

C Think of three more **What-questions** about people in the classroom. Ask and answer. Follow the example.

Have students complete the activity individually. Put students into pairs to share their questions. Ask them to take turns asking and answering. Monitor and help.

D Read and write the best title for the article.

Answers will vary.

Americans love barbecues. Most Americans have a barbecue grill in their back yards, and they use it all the time. The favorite food at barbecues is hamburgers, hot dogs, steaks, pork ribs and chicken breasts. Family and friends often get together for a barbecue. Everyone wears casual, comfortable clothes. Sometimes people organize games for the children. A favorite game for American barbecues is the potato sack race. To play you get into 2 or 4 teams. Children hop in the potato sacks (one team member at a time) to the designated spot - like a tree in the yard - and then hop back to their team members.

Then, the next team member does the same. Another popular game is the egg and spoon race. Barbecues are a wonderful way to relax; enjoy good food, and have fun with family and friends!



E Answer these questions in your notebook. Answers will vary.

1. What are barbecues like in your country?
2. What do you think that happens in an egg and spoon race?
3. What other "team outdoors party games" do you know?

F Write a description of another team party game.



Answers will vary.

Lesson 6

161

Vocabulary

Americans	potato sack
back yard	race
barbecue grill	spoon
chicken breasts	spot
hop	steaks
organize	wonderful
pork ribs	

CLIL:

Social Studies

D Read and write the best title for the article.

Point at the photograph and encourage students to describe what the people are doing. Read the text aloud. Have students write a title for the article. Elicit titles from students and write them on the board. Vote for the best one. Then ask them to help you make a list of the things people do at an American barbecue. Ask: *Do you think we have a similar activity here in our country?* Have them compare what Americans do to what we do in similar activities. Discuss their ideas with them.

E Answer these questions in your notebook.

Read the instructions and check comprehension. Have students complete the activity individually. Monitor and help. Put students into pairs to share their answers. Ask some volunteers to share their answers and write them on the board.

F Write a description for another team party game.

Elicit the meaning of *Team party game*. Put students into pairs to make a list of those kinds of games. Then read the instructions and check comprehension. Have students choose one team party game to describe with their partners. Monitor and help.

G Listen and write the -ing words.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

H Listen and repeat.

What are you watching?
I'm watching a woman.
What is she wearing?
Wonderful white wings!

I Write a mini phone conversation.

You are at a barbecue with two cousins. You are talking to a friend on your cell phone. Your friend on the phone wants to know about your cousins' clothes and activities.

Answers will vary.

Go to page 117 in your Workbook and write an entry in your blog.

G Listen and write the -ing words.

Tell students you will dictate some words and they have to write them. Dictate the words. Put students into pairs to compare their words. Then invite some volunteers to write the words on the board. Check and correct any mistakes.

H Listen and repeat.

Tell students you will read a chant for them. Ask them to identify the two *what questions* you are going to say. Elicit the questions. Read it again and ask them to identify the repeated sound (/w/). Go through the words in the chant with the /w/ sound and have students repeat after you. Correct any pronunciation mistakes. Put students into pairs and ask them to practice the chant. Monitor and correct pronunciation.

I Write a mini phone conversation.

Read the instructions and check comprehension. Have students get into groups of 3 or 4 to write the mini phone conversation. Monitor and help. Then have some volunteers practice their mini conversations in front of the class.

Go to page 117 in your Workbook and write an entry in your blog.


This activity is optional. It can be done for homework. Ask students to write an invitation to a barbecue for their family and friends. Tell them to say when and where it is going to be. Have them say why they are organizing it and include the food and the activities.

PROJECT

Have a Fashion Show

- 1 In groups decide on the ideal clothes for a barbecue.
- 2 Each group chooses two models for the fashion show. Write a description of their clothes. Look at the example.

Andy is wearing black jeans and a blue T-shirt.



- 3 The groups take turns acting out their fashion show.
- 4 The models walk down the runway in their imaginary clothes.
- 5 Another member of the group describes the clothes.

Lesson 6

163

PROJECT

Material:

pencils

- 1 In groups decide on the ideal clothes for a barbecue.

Divide the class into groups of 6 or 7. Write on the board: *Clothes*. Have students say as many words as they can related to clothes. Ask teams to make a list of the ideal clothes to wear for a barbecue.

- 2 Each group chooses two models for the fashion show. Write a description of their clothes. Look at the example.

Ask them to choose two models for the fashion show. Have each group write a description of their clothes for a barbecue. Read the example along with the students. Tell them to choose a model girl and a model boy.

- 3 The groups take turns acting out their fashion show.

Organize the classroom, move the tables and chairs to make a runway. Have each group take turns acting out their fashion show.

- 4 The models walk down the runway in their imaginary clothes.

Tell them they have to imagine the clothes they are wearing and model them.

- 5 Another member of the group describes the clothes.

The other two members of the group describe the clothes the models are wearing. Correct any pronunciation mistakes at the end of each 'fashion show'. Repeat with each group.

Lesson 7

Vocabulary

busy	Monday	Saturday	Thursday
English	party	science	Tuesday
Friday	picnic	Sunday	work
history	play	swimming	Wednesday

A Moment to Ourselves

Are all the days of the week the same for you? Why?

As a whole class, ask students if they know the days of the week in English. Write them on the board. Ask students what their favorite day of the week is. Check which day of the week is the most popular among students. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Sit students in a circle. Pass a ball or another small object around the circle. Clap your hands twice and pat your lap twice to create a rhythm. Tell students that they have to pass the ball to the person next to them. Tell them that if you stop clapping, they have to stop passing the ball. The student holding the ball must answer a question about what they do on a certain day of the week, for example: *What do you do on Monday?*

A Track 64 Listen and complete the song.

Tell students that they are going to listen to a song and to write the missing words. Play Track 62. Have students listen, read and complete the song. Play the song again for students to check the words they wrote. Then, invite some volunteers to share their answers.

Cross-Check

Ask: *When is your Physical Education class? When is your English class?* Elicit answers and write them on the board.

Explain that when we want to know about the time something happens we use the word *when*.

Lesson 7

Are all the days of the week the same for you? Why?

A Track 64 Listen and complete the song.

We're busy busy every day.	When is English?
Every day we work and play:	It's on Tuesday.
Sunday, Monday, Tuesday,	When is <u>soccer</u> _____?
Wednesday,	It's on Wednesday.
Thursday, Friday, Saturday.	We're busy busy every day.
We're busy busy every day.	Every day we work and play:
Every day we work and play:	When is History?
When's the picnic?	It's on Thursday.
It's on Sunday.	When is Science?
When is swimming?	It's on <u>Friday</u> _____.
It's on <u>Monday</u> _____.	When's the party?
We're busy busy every day.	It's on Saturday.
Every day we work and play:	



B Join in and sing the song.

When's the party?
It's on Saturday.

C Talk about your favorite day. Follow the example.

I like Tuesday. We have a movie at school on Tuesday.

164

Unit 5 Being Part of a Family


B Join in and sing the song.

Play Track 64 for students to sing along. Encourage students to sing. Sing with them.

C Talk about your favorite day. Follow the example.

Read the instructions and questions along with students. Make sure everyone understands. Put students into pairs to talk about their favorite day of the week and what makes that day special. Read the example along with students. Monitor while they work. Remind students to speak in English.

D Read and answer.



Which movie is the God of Thunder in?

The word Thursday comes from Thors day.
Who is Thor?

He is the god of thunder, lightning and storms. He is the son of the king of the gods, Odin. He has a hammer and he likes fighting. He also has a magical belt. It makes him very strong. What is Thor like? He is ferocious and he has red hair and a red beard.

Thor is also a comic book hero and a star of the Avenger movies. The character in the movie is based on the god Thor.

E Answer these questions in your notebook. Answers will vary.

1. Why do you think Thor has a hammer?
2. Do you think Thor is a good god or a bad god?
3. Do you know any other day that get its name from a god?

F Work with a partner and work out the code.

A = Z, B = Y, C = X X = C, Y = B, Z = A

The Avenger movie	HFMWZB	_____	Sunday
Art	DVWMVHWZB	_____	Wednesday
Music	GFVHWZB	_____	Tuesday
The barbecue	HZGFIWZB	_____	Saturday

Lesson 7

165

Vocabulary

based	god	magical
beard	hair	movie
belt	hero	storms
ferocious	hammer	thunder
fighting	lightning	

CLIL: Literature

D Read and answer.

Have students describe the picture. Ask them if they like comics, cartoons, or movie about super heroes. Ask them which are their favorite ones and write them on the board. If they don't mention Thor, add him to the list and elicit all the information they know about him. Tell them they are going to read about the god of thunder. Ask them to read in silence and answer the question: *Which movie is the god of thunder in?* Invite some volunteers to share their thoughts.

E Answer these questions in your notebook.

Read the instructions and check comprehension. Have students complete the activity individually. Monitor and help. Put students into pairs to share their answers. Invite some volunteers to share their answers and write them on the board.

F Work with a partner and work out the code.

Ask students to look at the code in their books and to decipher it. Once they have deciphered it, ask them to write the complete code in their notebooks. Then have them decode the information in their books. Put students into pairs to compare their answers. Check answers as a class.

G Write the missing days.

Have students write the missing days. Invite volunteers to write the words on the board. Correct any spelling mistakes.

H Track 65 Listen and underline the /h/ sounds. Listen again and join in.

Ask students to listen and identify the sound that is repeated. Read the text for them aloud. Elicit the sound. Explain to them that in English the letter *h* has a sound and that it is similar to the /j/ sound like in *jamón* for instance. Ask students to listen again and underline the /h/ sounds. Read the text for a second time. Have some volunteers say the words where they underlined the /h/ sound. Practice pronunciation. Tell students that they are going to listen again to the tongue twister, but this time they have to repeat it. Read the text again for them. Help them with pronunciation.

G Write the missing days.

1. Sunday _____
2. Monday _____
3. Tuesday _____
4. Wednesday _____
5. Thursday _____
6. Friday _____
7. Saturday _____

H Track 65 Listen and underline the /h/ sounds. Listen again and join in.

He has a heavy hammer.
 He's a hero with red hair.
 His house is in the Norse lands.
 But, he's a hero everywhere.

I Create a story about Wednes, the imaginary goddess of war.

Answers will vary.

Go to page 120 in your Workbook and write an entry in your blog.

I Invent a story about Wednes, the imaginary goddess of war.

Read the instructions and check comprehension. Tell them to write a story like the one they read about Thor. You can brainstorm some qualities a goddess of war may have and write them on the board. Have students complete the activity individually. Monitor and help. Then put students into pairs to share their stories. Invite some volunteers to share their stories with the rest of the class.

Go to page 96 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Ask students to write their schedule for Mondays, Wednesdays, Fridays and Sundays. Then, ask students to go around the classroom and find somebody who has a similar schedule.

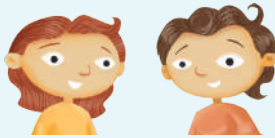
PROJECT

Make a Weekly Planner

- 1 Divide construction paper into 8 squares.
- 2 Write "My week" in the first square.
- 3 Label the other squares with the days of the week
- 4 Draw one thing that is important for you for every day of the week in each square.
- 5 Show the class your weekly planner. Talk about what you have on different days and what you like.

I like Fridays.
We have music on
Fridays, and I like music.

Monday is a good day.
I have swimming.
I like swimming.



Lesson 7

167

PROJECT

Material:

pencils, colored pencils and construction paper

Review action verbs. Divide and line up the class into two teams. The first student from each team comes to the front. Whisper a verb to the two students. They act it out. The first team to call out the correct verb gets a point.

- 1 Divide construction paper into 8 squares.

Give each student a piece of construction paper to make a weekly planner. Model how to divide the construction paper into 8 squares (you can do this on the board).

- 2 Write "My week" in the first square.

Show them (on the board) where they have to write 'My week' (the first square).

- 3 Label the other squares with the days of the week.

Tell them to write the days of the week on the other squares.

- 4 Draw one thing that is important for you for every day of the week in each square.

Have students draw one thing that is important for them for each day of the week in each square.

- 5 Show the class your weekly planner. Talk about what you have on different days and what you like.

Set a time limit, and have students come to the front and talk about the different days and the things they drew. You can help them by asking questions, for example: *Do you like Mondays? Why? What do you do on Monday?*

Lesson 8

Vocabulary

ants	paper cups	tickling
insect	paper plates	toes
repellent	playing	tuna
loud	sardines	turn off
noise	shouting	

A Moment to Ourselves

Is it always fun to be with your family? Why?

In pairs, ask students if they have a favorite family member. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Elicit the activities they do with their families.

Getting Started

Write on the board: *Find someone who...* and write things like *... likes broccoli? likes apples? likes the beach?* etc. in a list. Tell students to choose one of the questions and find someone who likes the thing being asked about. Set a time limit. Have some volunteers share their findings.

A Track 66 Listen and read.

Tell students they are going to listen to a conversation. Play Track 65 for students to listen and read. To check comprehension, you can ask some questions. Divide the class into groups of four and ask them to practice the conversation. Monitor and correct pronunciation.

B Answer these questions in your notebook.

Read the questions and check comprehension. Have students answer them. Monitor and help. Put students into pairs to share their answers.

Cross-Check

Read the questions in the box and have students find the answers in the conversation in exercise A. Then review the information about the *Find someone who* game they played at the beginning of the lesson.

Lesson 8

Is it always fun to be with your family? Why?

A Track 66 Listen and read.

Dad: I'm trying to sleep. Who's playing that loud music?

Tina: Danny and his friends.

Dad: Danny! Turn off that music, please.

Danny: OK, Dad.

Dad: What's that noise? Who's shouting?

Tina: It's only Delia. She's playing, Dad.

Mom: Hey! Who's tickling my feet?

Tina: I am! I'm hungry. Let's have our picnic.

Mom: Oh, OK. Picnic time, kids! Who has the paper plates?

Tina: I do.

Mom: And who has the paper cups?

Tina: Danny does.

Mom: Good. Who likes sardines and who likes tuna fish?

Children: I like sardines! We like tuna fish!

Mom: OK. Tuna fish sandwiches for you. Sardine sandwiches for you.

Dad: Ouch! Who's pinching my toes?

Tina: Look at the ants, mom!

Mom: Oh no! Who has the insect repellent?



B Answer these questions in your notebook.

1. Where are the people?
2. What's Tina's dad doing?
3. What are Danny and his friends doing?
4. What are the ants doing?

Who's playing that loud music?
Who has the paper plates?
Who likes sardines?

C Underline all the Who-questions in the conversation. Practice asking and answering.

D Work in groups of three and look around the classroom. Ask about the things you can see. Write down the answers in your notebook.

168

Unit 5 Being Part of a Family

C Underline all the Who-questions in the conversation. Practice asking and answering.

Read the instructions and check comprehension. Have students complete the activity individually. Monitor and help.

D Work in groups of three and look around the classroom. Ask about the things you can see. Write down the answers in your notebook.

Read the instructions and check comprehension. Ask students to stand up and look around the classroom to find things to ask about. Tell them they have to write questions like *Who has a blue and orange backpack?* Then put students into pairs and ask them to take turns asking and answering their questions.

E Read and circle the best title for the article.

Tuna fish supper

Fishing for Tuna fish

Saving Tuna fish

The next time your mom or dad makes tuna fish sandwiches for you; look at the can. Does it have the dolphin-safe label? Thousands and thousands of dolphins die every year because of tuna fishing. Dolphins and yellowfin tuna normally swim together. The enormous nets behind the fishing boats trap dolphins with the tuna. Sea turtles, sharks and other fish are trapped, too.



Some fishing boats lower and open the nets to allow the dolphins to escape. Some boats use different ways of fishing and do not kill dolphins. So look for the dolphin-safe labels!

F Answer these questions in your notebook.

1. What do you think the "dolphin" safe label means?
2. Are dolphins the only animals killed because of tuna fishing?
3. Are there "dolphin" safe labels in your country?

G Write a **Who-question** on a piece of paper. Put your papers in a bag. Take turns picking one out and ask the class. Look at the example.

Who's sitting next to Daniel?
Who's wearing a scarf?
Who likes carrots?

Vocabulary

die	kill	sharks
dolphins	labels	thousands
dolphin-safe	lower	together
escape	nets	
fishing boat	sea turtles	

Lesson 8

169

CLIL:

Ecology

E Read and circle the best title for the article.

Ask students if they like dolphins and to give reasons for their answer. Tell them to read the text and find out what is happening to dolphins. Give them some time to read in silence. Then elicit the answer. Ask them to look at the 3 titles provided and have them circle the best one for the text.

F Answer these questions in your notebooks.

Read the questions and check comprehension. Have students answer the questions individually in their notebooks. Monitor and help. Put students into pairs to share their answers. Invite some volunteers to share their answers and write them on the board.

G Write a **Who-question** on a piece of paper. Put your papers in a bag. Take turns picking one out and ask the class.

Read the instructions and examples along with students. Make sure everyone understands. Give students a strip of paper to write their questions. Get a bag, hat or something similar. Ask students to fold their strips of paper in half and put them in the bag or hat. Shake it. Then, have students come to the front, one by one, and take out one of the questions. Have students read the question aloud and answer it. Correct any pronunciation mistakes.

H Listen and write the missing words.

1. Who's playing that loud music?
2. Turn off that music!
3. Who likes sardines?
4. Look at the fishing boat.
5. Sea turtles are trapped, too.

I Track 67 Listen and underline the /e/ sounds. Listen again and join in.

Tickle the turtle on the e table.
Then, label the e little needle in the e bottle.

J Work with a partner and write a mini play. Read the introductions and continue the dialogue. Look at the example.

You are at a family picnic.
Mom is organizing the sandwiches and drinks.
Grand dad isn't happy. He's trying to sleep, but it's difficult.
There are mosquitoes and other insects.

Mom: Time to eat! Who has the picnic basket?

Go to page 123 in your Workbook and write an entry in your blog.

170

Unit 5 Being Part of a Family

H Listen and write the missing words.

Tell students you will say some sentences and they have to write the missing words. Say the following sentences aloud slowly. Make sure you pause between each sentence. 1. *Who's playing that loud music?*, 2. *Turn off that music!*, 3. *Who likes sardines?*, 4. *Look at the fishing boat.*, 5. *Sea turtles are trapped, too.* Repeat the sentences at normal speed for students to check their answers. Then put students into pairs to compare their answers. Invite some volunteers to come to the board and write their answers. Correct any mistakes.

I Track 67 Listen and underline the /e/ sounds. Listen again and join in.

Tell students they will hear a tongue twister. They have to listen and underline the /e/ sounds. Play Track 66. Invite some volunteers to share the words they underlined. Play the track again for students to listen and repeat. Put students into pairs and tell them to practice saying the tongue twister as fast as they can. Correct any mistakes.

J Work with a partner and write a mini play. Read the introductions and continue the dialogue. Look at the example.

Read the instructions and description along with students. Make sure everyone understands. Put students into pairs to write their mini play. Monitor while they work. Then, ask the pairs to practice their mini play. Monitor and correct any mistakes. Invite some volunteers to act their mini play for the rest of the class.

Go to page 123 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework. Encourage students to talk about the things they did in the school year. Have them think about the fun things and the things they learned. Tell students to write down five of their best memories. Put students into groups of four. Have students share their information.

PROJECT

Play Picnic Memory

- 1 Work in groups of four.
- 2 Each group needs twenty white cards.
- 3 Make a list of twelve things that are good for a picnic. Follow the example.

✓ sandwiches	_____
✓ tomatoes	_____
✓ soda	_____
_____	_____
_____	_____
_____	_____

- 4 Each member of the group makes three pairs of cards – one with the word, one with a picture.
- 5 In your groups, mix up your cards. Then, place them face down on the table.
- 6 At the end of the game, ask and answer about the cards.

Who has the sardine sandwich?

I do!



Lesson 8

171

PROJECT

Material:

pencils, colored pencils, and sets of twenty four white cards (one set for each group of four you have in your class)

- 4 Each member of the group makes three pairs of cards – one with the word, one with a picture.

Read the examples along with students to make sure everyone understands. Have them write their things for a picnic as a group. Then, explain to students that each member of the group needs to take six white cards. Tell them they have to write one of their words in one card and they have to draw that thing in another card (you can prepare an example, a card with a word and a card with a drawing, to show students what they are supposed to do). Monitor while they work and help.

- 1 Work in groups of four.

Tell students to imagine that they are on a desert island. Tell them to write 5 things they have with them and what they have them for. Give them 5-7 minutes. Then have students share what they wrote. Get students into groups of four.

- 2 Each group needs twenty white cards.

Give each group a set of twenty-four white cards.

- 3 Make a list of twelve things that are good for a picnic. Follow the example.

Tell students to write twelve things that are good for a picnic.

- 5 In your groups, mix up your cards. Then, place them face down on the table.

When they are done making their cards, tell them they are going to play a memory game. Ask and elicit how to play a concentration game. Elicit the rules for the game. Clarify any doubts. Let them play in their groups. Monitor while they play. Make sure they speak in English.

- 6 At the end of the game, ask and answers about the cards.

When you see a group that has finished playing, tell them to ask and answer about the pairs each of them got. Model an example using one of the words they came up with. Monitor and help. Make sure all groups complete this last step of the project.

Review 5

A Write the numbers. Continue the sequence

- | | | | |
|-------|-------------|--------|-------------|
| 1. 40 | Forty | 6. 45 | forty-five |
| 2. 41 | forty-one | 7. 46 | forty-six |
| 3. 42 | forty-two | 8. 47 | forty-seven |
| 4. 43 | forty-three | 9. 48 | forty-eight |
| 5. 44 | forty-four | 10. 49 | forty-nine |

B Complete with a, some or any.

- There's 1. a slide, but there aren't 2. any swings.
 There are 3. some flags.
 There's 4. a boy in the park. The boy has 5. a frisbee.
 He doesn't have 6. any skates.
 There aren't 7. any cars in the pictures, but there are 8. some trees.

C Use the following words to complete the sentences.

red	some	three	don't	any	do
-----	------	-------	-------	-----	----

- A: Good morning. Do you have any blue frisbees?
 B: Yes.
 A: Good! Give me three, please. And do you have any yo-yos?
 B: Yes, we do.
 A: Are there any red ones?
 B: No, we have some green ones and some blue ones, but we don't have any red ones.
 A: Ok. Three blue yo-yos, please.

172

Unit 5 Being Part of a Family

A Write the numbers. Continue the sequence.

Read the instructions. Ask: *What number comes after forty?* Write the number and the word on the board. Then elicit the complete sequence until number fifty. Ask students to do the same in their books, but writing the numbers and the words. Monitor and help. Invite some volunteers to come to the board and write their answers. Check spelling.

B Complete with a, some or any.

Read the instructions. Have students complete the sentences individually. Put students into pairs to compare their answers. Invite some volunteers to share their answers. Check.

C Use the following words to complete the sentences.

Read the instructions and the words in the box aloud. Have some volunteers read the incomplete conversation and ask them to clap when there is a blank space. Monitor and help. Put students into pairs to compare their answers. Ask them to take turns practicing the conversation. Monitor and correct any pronunciation mistakes.

D Unscramble the days of the week. Write the missing ones.

1. deustya Tuesday
2. fyadri Friday
3. dadenswey Wednesday
4. dutyhsra Thursday
5. sutryada Saturday
6. Sunday
7. Monday

E Complete the questions using the correct word.

1. What is Janet doing? She's doing her homework.
2. Who has the soccer ball? Davey
3. When is the guitar class? On Fridays.
4. Where are the children? In the park.
5. What color is the pencil case? It's blue.
6. Where is the vinegar? On the top shelf.
7. Do you like tuna fish sandwiches? Yes, I do! I love them!
8. Where are my jeans? In the closet.
9. When is the history test? On Monday.
10. Who is your new teacher? Her name is Lucy.

Review 5

173

D Unscramble the days of the week. Write the missing ones.

Read the instructions. Ask: *What's a capital letter?* Elicit and write some examples on the board. Remind them that the days of the week in English start with a capital letter. Ask them to unscramble the words and write the days of the week. Monitor and help. Have some volunteers spell the days and others come to the board to write them down. Check.

E Complete the questions using the correct word.

Read the instructions. Ask: *What words do we use to ask questions?* Elicit and write the question words on the board. Review their specific uses, for example: *We use where to ask about the location of something, etc.* Ask students to use the words on the board to complete the questions. Remind them to read the incomplete questions and the answer to get a better idea of the question word needed. Do number 1 with them as an example. Let them complete the rest of the questions individually. Monitor and help. Put students into pairs to compare their answers. Have pairs of volunteers ask and answer the questions to check the correct use of question words as a class.

Assessment Unit 1

Name: _____ Grade: _____

A Find five words related to food.

X	B	B	R	O	C	C	O	L	I
O	R	A	N	G	E	S	V	N	Q
O	O	R	G	N	F	O	G	F	E
P	O	T	A	T	O	E	S	Z	P
F	I	S	H	W	V	N	J	F	I
T	O	M	A	T	O	E	S	S	R

B Complete the table with the food in the box. Write sentences.

rice milk spaghetti juice fish eggs
 water sausages cheese cake

Food	Drink

C Circle the correct option.

1. Peter **don't** / **doesn't** like fish.
2. Jenny **likes** / **like** pineapples.
3. I **likes** / **like** tomatoes.
4. They **doesn't** / **don't** like pizza.
5. I **doesn't** / **don't** like cheese.

Assessment Unit 1

Name: _____ Grade: _____

A Complete the sentences with words from the box.

between on next to under in

1. The milk is _____ the top shelf.
2. The strawberries are _____ the bowl.
3. The yoghurt is _____ the orange juice.
4. The cookies are _____ the cakes and the bread.
5. The sardines are on the shelf _____ the tuna fish.

B Write the questions for these answers.

1. _____ ?
The bread is on the table.
2. _____ ?
The tomatoes are between the carrots and the ham.
3. _____ ?
The cheese is under the bag of tomatoes.
4. _____ ?
The butter is in the refrigerator.
5. _____ ?
The potatoes are next to the butter.

C Write five foods that come from cows, hens and bees.

D Number the steps to produce bread.

- | | |
|--|---|
| <input type="checkbox"/> The baker uses the flour to make bread. | <input type="checkbox"/> The wheat is on its way to the mill. |
| <input type="checkbox"/> Farmers harvest the wheat. | |
| <input type="checkbox"/> The miller mills the wheat to make flour. | |
| <input type="checkbox"/> The flour goes into the bakery. | |

Assessment Unit 2

Name: _____ Grade: _____

A Find five words related to toys.

P	D	H	J	V	D	O	L	L	S
G	J	J	J	W	T	A	W	Y	H
A	I	R	P	L	A	N	E	S	Y
L	M	A	R	B	L	C	A	R	S
T	R	U	C	K	S	N	H	W	V

B Circle the correct option.

1. This / These is my table.
2. That / Those are my toys.
3. This / These are Tom's skates.
4. That / Those is Lulu's backpack.
5. This / These are my gloves.

C Unscramble the words to make sentences.

1. She / a costume / have / doesn't

_____.

2. My / blue walls / has / bedroom

_____.

3. have / backpack / I / a green

_____.

4. don't / We / a television / our bedroom / have / in

_____.

5. He / have / a pair of / wheelies / doesn't

_____.

D Match.

1. Do you have a
 2. What's
 3. Where
 4. Where's
 5. Which toys
- a) are Sally's marbles?
 - b) are traditionally boy toys?
 - c) Ana's doll?
 - d) watch?
 - e) your favorite toy?

Assessment Unit 2

Name: _____ Grade: _____

A Unscramble the words.

- | | |
|-----------------|---------------------|
| 1. rtutel _____ | 5. shif _____ |
| 2. eyonmk _____ | 6. ssprncie _____ |
| 3. rrotpa _____ | 7. tselco _____ |
| 4. rrefet _____ | 8. olcleconit _____ |

B Write questions with the words in brackets.

- (have, you, a pet)
_____?
- (have, you, blue sneakers)
_____?
- (Who, have, Julie's watch)
_____?
- (Where, your toys)
_____?
- (have, you, Captain America, stamp)
_____?

C Match the questions to the answers.

- | | |
|------------------------------|--------------------------------|
| 1. Who has Sam's shoes? | a) Simon has Freddy's marbles. |
| 2. Who has Julie's boots? | b) Sally has Sam's shoes. |
| 3. Who has Chris' jacket? | c) John has Alan's costume. |
| 4. Who has Freddy's marbles? | d) Patty has Julie's boots. |
| 5. Who has Alan's costume? | e) Joe has Chris' jacket. |

D Answer the questions.

- What's your favorite toy?
_____.
- What things do you have in your bedroom?
_____.

Assessment Unit 3

Name: _____ Grade: _____

A Unscramble the words.

- 1. cbhae _____
- 2. mpicang _____
- 3. ttne _____
- 4. aimntonus _____
- 5. foster _____

B Write questions for these answers.

- 1. _____ ?
They are playing on the beach.
- 2. _____ ?
She's cooking breakfast.
- 3. _____ ?
They are feeling sad.
- 4. _____ ?
Because it's raining outside.
- 5. _____ ?
He's reading a book.

C Write sentences with the information in the table.

Activities	Tom	Sue
swimming in the sea		
playing on the beach		
eating breakfast		

Activities	Tom	Sue
playing with the dog		
helping Mom		

- 1. _____ .
- 2. _____ .
- 3. _____ .
- 4. _____ .
- 5. _____ .

Assessment Unit 3

Name: _____ Grade: _____

A Find ten words related to clothes and entertainment.

S	N	E	A	K	E	R	S	A
O	C	A	R	O	U	S	E	L
T	S	H	I	R	T	R	F	E
S	H	O	W	R	I	D	E	S
U	P	A	R	T	Y	Y	U	P
S	W	E	A	T	E	R	O	I
R	T	E	S	L	I	D	E	S
C	A	S	T	L	E	Y	E	D
P	A	R	K	U	E	Z	A	E

B Solve the problems and write the numbers.

1. Ten red plates + thirty blue plates = _____ plates.
2. Thirty-two girls + five boys = _____ children.
3. _____ green chopsticks + eight blue chopsticks = forty chopsticks.
4. Thirty-nine cookies – eleven cookies = _____ cookies.
5. Thirty-three children – thirty-one children = _____ children.

C Write an adjective to describe these things.

1. _____ jeans
2. _____ shirt
3. _____ shoes
4. _____ party
5. _____ socks

Assessment Unit 4

Name: _____ Grade: _____

A Circle the correct option.

1. Where are **David** / **David's** skates?
2. **James'** / **Jame's** backpack is on the table.
3. **Susan's** / **Susans'** violin is on the floor.
4. That is the **boys'** / **boys** table.
5. This is **my** / **mine** saxophone.
6. **Whose** / **Who** sandals are these?
7. This is **Olivia's** / **Olivias** violin.
8. Whose compass is **this** / **these**?

B Complete the sentences. Use the ideas in brackets.

1. This is _____ swimsuit. (my brother)
2. This is _____ school. (Olivia and I)
3. They're _____ towels. (You)
4. This is _____ guitar. (I)
5. _____ favorite shoes are blue. (Jenny)

C Complete the sentences using the words in the box.

mine yours his hers ours theirs yours

1. Whose binoculars are these?
They are my sister's binoculars. They are _____.
2. Frank and Rita, are these paintbrushes _____?
Yes, they are _____.
3. Sam, is this telescope _____?
No, it's not _____. It's my brother's.
4. Whose magazines are these?
They're the students' magazines. They're _____.
5. Whose scissors are these?
They're Tom's scissors. They're _____.

Assessment Unit 4

Name: _____ Grade: _____

A Unscramble the words.

- 1. ootuspc _____
- 2. eairdsbs _____
- 3. oplo _____
- 4. elshls _____
- 5. utbfltieers _____

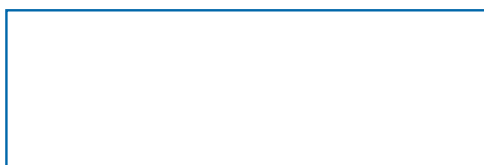
B Circle the correct option.

- 1. **There is** / **There are** three crabs on the sand.
- 2. **There is** / **There are** an octopus in the sea.
- 3. **There is** / **There are** ten fish in the rock pool.
- 4. **There is** / **There are** one butterfly in the garden.
- 5. **There is** / **There are** two seabirds in the beach.

C Write questions for these answers.

- 1. _____ ?
There are three caterpillars.
- 2. _____ ?
There is a shell on the sand.
- 3. _____ ?
There are twelve crabs.
- 4. _____ ?
The octopus has eight tentacles.
- 5. _____ ?
There are five snakes.

D Draw your favorite animal. Write three sentences describing it.



Assessment Unit 5

Name: _____ Grade: _____

A Write these numbers in order.

forty-one forty-eight forty-seven forty-three fifty
forty-nine forty-five forty-two forty-four forty-six

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B Match the words to the definitions.

- | | |
|----------------|------------------------------|
| 1. cousin | a) my father's sister |
| 2. grandfather | b) my mother's father |
| 3. grandmother | c) my aunt's son or daughter |
| 4. aunt | d) my father's mother |
| 5. uncle | e) my mother's brother |

C Complete the sentences using *a* or *an*.

1. There is _____ park next to my house.
2. There is _____ apple on the table.
3. That is _____ beautiful tree.
4. My brother wants _____ sandwich.
5. I always eat _____ orange for breakfast.

D Complete the sentences using *some* or *any*.

1. There are _____ kids playing soccer.
2. Do you have _____ blue shoes?
3. They are _____ flags.
4. We want to play _____ games.
5. There aren't _____ big parades in my town.

Assessment Unit 5

Name: _____ Grade: _____

A Circle the correct option.

1. Where **is** / **are** the plates?
2. Where **is** / **are** the butter?
3. Where **is** / **are** the vinegar?
4. What are you **doing** / **do**?
5. What **is** / **are** she wearing?

B Match the questions with the answers.

- | | |
|------------------------------|------------------------|
| 1. Who's that girl? | a) I'm watching TV. |
| 2. When is the picnic? | b) It's on Sunday. |
| 3. What color are the shoes? | c) She's my sister. |
| 4. Where's your school? | d) They are red. |
| 5. What are you doing? | e) It's near the park. |

C Complete the questions using the correct word.

1. _____ is your name? My name is Janet.
2. _____ is your birthday? It's on 19th May.
3. _____ is your favorite color? My favorite color is purple.
4. _____ has the yellow Frisbee? Danny does.
5. _____ is my lunchbox? It's on the shelf.

D Use the words to make questions.

1. who / tuna fish _____
2. where / party _____
3. when / English class _____
4. what / dress _____
5. who / a yo-yo _____

Assessment Answer Key

Unit 1 Assessment 1

- A** broccoli, oranges, potatoes, fish, tomatoes
- B** **Food:** rice, spaghetti, fish, eggs, sausages, cheese, cake
Drink: milk, juice, water
- C**
1. doesn't
 2. likes
 3. like
 4. don't
 5. don't

Unit 1 Assessment 2

- A**
1. on
 2. in / next to
 3. next to
 4. between
 5. under
- B**
1. Where is the bread?
 2. Where are the tomatoes?
 3. Where is the cheese?
 4. Where is the butter?
 5. Where are the potatoes?
- C** **Cows:** milk, meat, cheese
Hens: eggs, meat; **Bees:** honey
- D** 5, 1, 3, 4, 2

Unit 2 Assessment 1

- A** dolls, airplanes, marbles, trucks, cars
- B**
1. This
 2. Those
 3. These
 4. That
 5. These
- C**
1. She doesn't have a costume.
 2. My bedroom has blue walls.
 3. I have a green backpack.
 4. We don't have a television in our bedroom.
 5. He doesn't have a pair of wheelies.
- D**
1. d), e)
 2. e)
 3. a)
 4. c)
 5. b)

Unit 2 Assessment 2

- A**
1. turtle
 2. monkey
 3. parrot
 4. ferret
 5. fish
 6. princess
 7. closet
 8. collection
- B**
1. Do you have a pet?
 2. Do you have blue sneakers?
 3. Who has Julie's watch?
 4. Where are your toys?
 5. Do you have Captain America stamp?
- C**
1. b)
 2. d)
 3. e)
 4. a)
 5. c)
- D** Answers may vary. Check correct grammar and spelling.

Unit 3 Assessment 1

- A**
1. beach
 2. camping
 3. tent
 4. mountains
 5. forest
- B**
1. What are they doing?
 2. What is she doing?
 3. How are they feeling?
 4. Why are they sad?
 5. What is he doing?
- C**
1. Tom is swimming in the sea.
 2. Sue is not swimming in the sea.
 3. Tom is not playing on the beach.
 4. Sue is playing on the beach.
 5. Tom is not eating breakfast.
 6. Sue is eating breakfast.
 7. Tom is playing with the dog.
 8. Sue is not playing with the dog.
 9. They are helping Mom.

Unit 3 Assessment 2

- A** sneakers, carousel, T-shirt, show, rides, party, sweater, slides, castle, park
- B**
1. forty
 2. thirty-seven
 3. thirty-two
 4. twenty-eight
 5. 2 children
- C** Answers will vary. Make sure they are using appropriate adjectives and correct spelling.

Unit 4 Assessment 1

- A**
1. David's
 2. James'
 3. Susan's
 4. boys'
 5. my
 6. Whose
 7. Olivia's
 8. this
- B**
1. my brother's / his
 2. our
 3. your
 4. my
 5. Jenny's
- C**
1. hers
 2. yours, ours.
 3. yours
 4. theirs
 5. his

Unit 4 Assessment 2

- A**
1. octopus
 2. seabirds
 3. pool
 4. shells
 5. butterflies
- B**
1. There are
 2. There is
 3. There are
 4. There is
 5. There are
- C**
1. How many caterpillars are there?
 2. How many shells are there on the sand?

3. How many crabs are there?
4. How many tentacles does the octopus have?
5. How many snakes are there?

- D** Answers will vary. Check correct use of grammar and spelling.

Unit 5 Assessment 1

- A** forty-one, forty-two, forty-three, forty-four, forty-five, forty-six, forty-seven, forty-eight, forty-nine, fifty
- B**
1. c)
 2. b)
 3. d)
 4. a)
 5. e)
- C**
1. a
 2. an
 3. a
 4. a
 5. an
- D**
1. some
 2. any
 3. some
 4. some
 5. Any

Unit 5 Assessment 2

- A**
1. are
 2. is
 3. is
 4. doing
 5. Is
- B**
1. c)
 2. b)
 3. d)
 4. e)
 5. a)
- C**
1. What
 2. When
 3. What
 4. Who
 5. Where
- D**
1. Who likes tuna fish?
 2. Where is the party?
 3. When is your English class?
 4. What color is your dress?
 5. Who has a yo-yo?

Track 1

Rainbow of words Level 2 by Amy Scarf
All rights reserved, Kells Education 2023

Track 2

Mom: Let's start. Apples.
Boy: I like apples.
Mom: Oranges.
Boy: I like oranges, too.
Mom: Bananas.
Boy: I don't like bananas.
Mom: Bananas are good for you. Now... carrots.
Boy: I like carrots.
Mom: Potatoes.
Boy: I like potatoes.
Mom: Peas.
Boy: Mom, I don't like peas.
Mom: Peas are good for you!

Track 3

Peter likes pears and pineapple. Pears and pineapple are what Peter likes.

Track 4

Jimmy likes ice cream.
And Jimmy likes cake.
Jimmy likes hamburgers.
And Jimmy likes steak.
But he doesn't like peas.
Jenny likes cookies.
And Jenny likes flan.
Jenny likes soda.
And Jenny likes ham.
But she doesn't like peas.

Track 5

Soundsss
Learn this **sound**, learn it please,
It's the **sound** at the end of **peas**,
Cookies and hamburgers,
Sound this way.
And **fries** and hot dogs,
Yeah, yeah, yeah!
Learn this **sound**, learn it please,
It's the **sound** at the end of **peas**.

Track 6

Tommy: Oh no! My lunch box isn't here! It's in my dad's car.
Patty: Don't worry! Sit down! Do you like cheese?
Tommy: Yes, I do.
Patty: Here's a cheese sandwich.
Tommy: Thank you.

Patty: Do you like sausages?
Tommy: No, I don't.
Patty: Well, do you like chocolate cookies?
Tommy: Yes, I do.
Patty: Here's a chocolate cookie.
Tommy: Thank you for sharing.
Patty: I like sharing.

Track 7

Mom: Bobby, Ellie, feed the baby, please.
Bobby: Does he like cornflakes?
Ellie: Yes, he does.
Bobby: Does he like eggs?
Ellie: No, he doesn't.
Bobby: Does he like toast?
Ellie: Yes, he does.
Bobby: Does he like yoghurt?
Ellie: Baby, don't do that!
Bobby: Oh! No, he doesn't!

Track 8

The T-H Song
Let us sing the **t-h** song.
The **t-h** song won't take too long.
Let us sing the **t-h** song.
The **t-h** song won't take too long.
Health and healthy have **t-h**.
And so do **this** and **that**.
And don't forget **these** and **those**.
And **thanks** has the sound
As everyone knows!
Let us sing the **t-h** song.
The **t-h** song won't take too long.

Track 9

Daniel: Where's the milk, Mom?
Mom: The milk is in the refrigerator. It's on the top shelf.
Daniel: Oh yes. And the orange juice?
Mom: It's next to the milk.
Daniel: And the eggs, Mom?
Mom: The eggs are on the bottom shelf. They're in the plastic box.
Daniel: And the butter?
Mom: It's on the bottom shelf.
Daniel: Oh yes. And the yoghurt, Mom?
Mom: The yoghurt is on the bottom shelf, too. It's next to the butter.
Daniel: And the strawberries?
Mom: Daniel! They're in the bowl. They're on the top shelf. And the cream's on the top shelf, too!

Track 10

Yummy!
You and yoghurt,
And yellow and yes,
Start with a **y**.

It's simple I guess,
But **y** at the end
Can sound like an **ee**
Say happy and healthy
And strawberry and see!

Track 11

Lady: Excuse me. Where are the cookies?
Employee: They're between the cakes and the bread.
Lady: And the rice?
Employee: It's next to the pasta.
Lady: And the tuna fish?
Employee: The tuna fish? It's between the sardines and ketchup.
Lady: And the mayonnaise?
Employee: Oh, it's on the shelf under the ketchup.
Lady: Oh, thank you.
Employee: You're welcome.

Track 12

She sells seashells on the sea shore.

Track 13

Girl: Let's make sandwiches.
Boy: OK. Where is the bread?
Girl: It's on the table.
Boy: Where's the butter?
Girl: It's in the refrigerator.
Boy: Where's the ham?
Girl: It's in the refrigerator, too. It's on the top shelf.
Boy: Where are the tomatoes?
Girl: They're in a bag. They're next to the ham.
Boy: And the cheese?
Girl: It's under the bag of tomatoes.
Boy: OK. Let's make ham and cheese sandwiches!

Track 14

Oh Numbers!
1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 - Hey!
We have to count some more today!
11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Wow! That's great! You sure know plenty!
21, 22, 23, 24, 25, 26, 27, 28, 29, 30 - Hey!
That's our number practice for today!

Track 15

Tina: Where's my doll?
Mrs. Harrison: Where's Tina's doll, Susan?
Susan: It's under the sofa, Mom.
David: Where are my skates?

Mrs. Harrison: Where are David's skates, Susan?
Susan: They're on the chair, Mom.
Ana: Where's my yo-yo?
Mrs. Harrison: Where's Ana's yo-yo, Susan?
Susan: It's on the table, Mom. And Ben's marbles are on the floor, under the table. Look!

Track 16

cup doll
 truck under
 mother monkey
 brother

Track 17

This is the art classroom. That's the boys' table. That's the boys' clay. Look at the boys' farm animals! They're great! And Paul's chicken is really realistic! This is the girls' table. These are the girls' paints. Look at the girl's pictures. And look at Sally's flowers. They're very colorful!

Track 18

Combine two words
 And make them one.
 Whiteboard, smart board, yeah OK.
 And backpack and breakfast
 Work just the same way.
 And lunchbox and baseball
 Are another two.
 And then there's airplane
 And that will do.

Track 19

Joe: What's your bedroom like, Magda?
Magda: It's great. I have pink walls. I have a bed with a princess quilt on it. And I have princess drapes, too. I have a desk and a big bookshelf because I love books. I don't have a television in my bedroom because mom says no. What's your bedroom like, Joe?
Joe: It's cool. I have blue walls. I have a lot of superhero posters. I have a Spiderman quilt on my bed. I don't have drapes. I have blinds. I have a desk in my bedroom, but I don't have a bookshelf. I have a television. And I have a big closet.

Track 20

Here's a question, a question for you.
 Whose quaint quilt is that quaint quilt?
 Here's the answer, the answer for you.

The quaint quilt in the question is the queen's quaint quilt.

Track 21

Anita has a cat—
 She loves the cat a lot!
 Meow! Meow! Meow!
 Does she have a dog?
 No, she does not!
 Pablo has a dog—
 He loves the dog a lot!
 Bow! Wow! Wow!
 Does he have a hamster?
 No, he does not!
 Laura has a hamster.
 She loves it a lot!
 Squeak! Squeak! Squeak!
 Does she have a fish?
 No, she does not!
 Julio has a fish—
 He loves the fish a lot!
 Glug! Glug! Glug!
 Does he have a turtle?
 No, he does not!
 Sara has a turtle—
 She loves it a lot!
 Splash! Splash! Splash!
 Does she have a parrot?
 No, she does not!

Track 22

Shelly: Look! I have a new Miss Monkey watch. It's the watch on the Miss Monkey commercial on television.
Jeanie: Cool!
Shelly: Do you have one?
Jeanie: I don't have a Miss Monkey watch, but I have a Miss Monkey alarm clock in my bedroom. Do you have a Miss Monkey alarm clock?
Shelly: No, I don't. But I have Miss Monkey sneakers. Do you have Miss Monkey sneakers?
Jeanie: No, I don't and I am SO jealous! But Mom's getting me some!

Track 23

Julie: Mom! Mom! Who has my yo-yo?
Mom: Tommy does. Tommy, give Julie her yo-yo!
Julie: Mom! Mom! Who has my sweater?
Mom: Milly does. Milly, give Julie her sweater at once!
Milly: Mom! Who has my pet hamster?
Julie: Tommy does. And it isn't your pet hamster!
Milly: Yes, it is!
Julie: No, it isn't!

Tommy: No it is NOT!
Milly: Yes, it is!
Mom: Stop fighting all of you! It's the FAMILY's hamster!

Track 24

What?
 Ask a question with:
 Where, when and what.
 The initial sound is the same, is it not?
 But ask a question with
 The question word who.
 It sounds very different
 It's strange but it's true!

Track 25

Boo buzz, boo buzz!
 Are the sounds,
 in do and does
 Boo buzz, boo buzz!
 Do, does

Track 26

Camping, swimming, playing, cooking.
 All the doing words end in -ing.
 So let's practice another four:
 Resting, sleeping, reading, eating.
 And there are whole lot more!

Track 27

I'm staying in the forest.
 I'm playing in the sun.
 I'm camping with my friends.
 We're having so much fun.
 We're fishing in the river.
 We're climbing up the trees.
 We're cooking our own hot dogs.
 Where's the ketchup, please?
 We're taking lots of photos.
 It's great to be with friends.
 It's a fun vacation.
 But tomorrow it all ends!

Track 28

Clean the beach, please.
 Fish swim in the river, bees live in the trees.

Track 29

Oo and o are short and long.
 Boom and soon and room are long.
 Hot and dog and on are short.
 Listen and say the words with me.
 They're long and short as you can see.



Track 30

- Dad:** What are you doing, honey?
Mom: I'm making hot cakes for breakfast.
Dad: What are you doing, Silvia?
Silvia: I'm texting my best friend.
Dad: And what's your brother doing?
Silvia: He's lying on his bunk bed, and reading a book.
Dad: Well, I'm setting the table. Come and help me Silvia and Dan!
Silvia and Dan: Oh Dad! We're on vacation!



Track 31

Tommy's teaching tennis tips in the trailer park.
 What is that rabbit doing in that tent?
 Twenty potatoes with butter and tomatoes are better than fifteen tomatoes with no potatoes or butter.



Track 32

- Mom:** What are you packing for summer camp, Jessie?
Jessie: I'm packing my pink shorts and my blue jeans and five T-shirts.
Mom: Good! Don't forget a thick sweater.
Jessie: OK. And I'm packing my blue sneakers and two pairs of warm socks, too.
Mom: What are you packing, Eddie?
Eddie: I'm packing my old shorts and my new T-shirts. And I'm packing my long sweater - the gray one!
Mom: What about shoes?
Eddie: My new sneakers and my boots for hiking.
Jessie: That's everything!
Mom: Hey you two. What about pajamas?



Track 33

- Roland:** Kenny and Jinjing! Please help me to set the table for the party.
Kenny: OK Roland. Come on Jinjing.
Jinjing: Let's start with the plates. How many kids are there?
Roland: Forty.
Kenny: Here are the plates. Let's count them.
Jinjing: Ten...Twenty...Thirty...
Kenny: 31, 32, 33, 34, 35. We need five more plates, Roland.
Roland: Over there on the shelf.

Kenny: Oh yes! 36, 37, 38, 39, 40! 40 plates! Now 40 plastic glasses and forks, Jinjing.

Jinjing: Got them! We use chopsticks at home!

Kenny: Chopsticks! Wow!



Track 34

It's night time. Greg, Liam, Mike and Reggie are in their cabin. They are asleep. BANG, BANG. What's that? Greg and Liam sit up in their bunk beds. "Who's making that banging noise?" Greg asks. "I don't know!" says Liam. TAP, TAP, TAP: "Who's tapping on the window?" Greg asks. "I don't know," says Liam. Now Mike and Reggie are awake. Mike looks out of the window. "Look! There's a shadow! Who's standing by the tree?" he asks. "And who's whispering? Is it you?" asks Reggie. "No, it's not me!" says Greg. Now the four boys are very frightened!

What's that noise? Who's laughing? The door is opening... Who's there? The boys see Tricia and Karen! They are coming into the cabin. "Don't be afraid," says Tricia. "It's only us!" says Karen. "Look! We have 36 cookies. Let's have a midnight feast!"



Track 35

Sounds

There are words that sound just like the sound. There are lots of these words if you look around. There's knock and tap and bang, bang, bang. There's whisper and pop and clang, clang, clang. There are words that sound just like the sound. There are lots of these words if you look around.



Track 36

As in amusement, A is the most common sound in English. It's the sound at the beginning of *attraction*, *amusement* and *America*. It's also the sound when you say *a* slide, *a* carousel, *a* roller coaster, *a* ride.



Track 37

- Teacher:** Whose towel is this?
Gillian: It's Sophie's.
Teacher: Sophie, here's your towel.
Sophie: Thank you, Miss Carter.
Teacher: Whose sandals are these?
Rudy: They're Joanna's.
Teacher: Joanna, here are your sandals. And whose swimsuit is that?
Harriet: It's Candy's.
Teacher: Candy, don't forget your swimsuit! And whose socks are those?

Gillian: Oh! They're mine!

Teacher: Listen girls. It is not my responsibility to look after your clothes. It is your responsibility.



Track 38

She has cute boots, a swimsuit and a piece of fruit.



Track 39

It's music class at school today. Welcome to our music room. My name's Kendra. Look! Our instruments are over here. The violin is Olivia's. The violin case is hers, too. The trumpet is Juan's. The xylophone is his, too. Joshua plays the drum. That's his drum over there, and those drumsticks on the chair are his as well. Maggie plays the cymbals. Those are Maggie's cymbals on the shelf. The triangles are hers, too. And me? The saxophone is mine and the tambourine is mine, too. The saxophone is so cool!



Track 40

There's a buzzing in the zoo
 It's Zack with is kazoo.



Track 41

The second grade is preparing for a special expedition with Mr. Miller, their teacher. They are studying the night sky. They need special equipment.

Mr. Miller: Is this compass yours, Danny?
Danny: Yes, it is. And the binoculars are mine, too.

Mr. Miller: Sally, is this flashlight yours?
Sally: No, it isn't. Mine is in my backpack.

Mr. Miller: Whose water bottle is this?
Dave: It's mine. And the snack is mine, too.

Mr. Miller: Hey! There's a telescope here. Is it yours, Danny?

Danny: No. It's Janet's.

Mr. Miller: OK! Let's go see some stars!



Track 42

My brother Sonny has some money.
 He wants to buy a compass and honey.
 My brother Sonny's very funny.

 **Track 43**
Twinkle, twinkle little star

Twinkle, twinkle little star,
how I wonder what you are!
Up above the sky so bright,
like a diamond in the night.
Twinkle, twinkle little star,
how I wonder what you are!

 **Track 44**

Teacher: Girls at the round table. Boys at the square table. Jeanie, Jenny, come and help me. Whose magazines are these?

Jeanie: They're ours. And the scissors are ours, too.

Teacher: And whose paint is this? Is it the boys'?

Jeanie: Yes, it's theirs.

Teacher: And the paintbrushes?

Jeanie: They're theirs, too.

Teacher: And whose glue is this?

Jeanie: It's ours. We're making a magazine mosaic this week. The boys are painting the night sky. Those palette knives are theirs, too.

Teacher: OK. Time to start!

 **Track 45**

Start your art with a color chart.
It's really smart to paint a heart.

 **Track 46**

What can you see in the picture? There's a rock pool. There are five fish in the pool. There are three crabs on the rocks. There are fifteen shells on the sand. There are two seabirds in the sky: one is black and the other is white. And what's that? It's a towel on the sand.

 **Track 47**

The octopus had a shock.
A lot of frogs were on his rock.

 **Track 48**

Maisy: Look at the frogs.

Bobby: Ribbit, ribbit.

Maisy: How many frogs are there?

Bobby: One, two, three. There are three frogs.

Maisy: That's right. There are three frogs. Look at the snakes.

Bobby: Ssssssss.

Maisy: How many snakes are there?

Bobby: There are two.

Maisy: And look. There are butterflies and there are trees, there are apples on the trees. How many apples are there?

Bobby: One, two, three four, five, six, seven, eight.

Maisy: That's right. There are eight apples on the tree.

 **Track 49**

How many hens are there in the pen?
There are ten speckled hens in the pen.

 **Track 50**

Mrs. Carter: Put the books on these two tables, please. Put the stuffed toys on the shelves. Now let's see. How many books are there?

Mary: There are thirty eight.

Mrs. Carter: How many animal books are there?

Alan: There are twenty one.

Mrs. Carter: OK. Put the animal books on the red table and put the other books on the blue table. Now the stuffed toys. How many stuffed toys are there?

Diane: There are a lot of stuffed toys!

Mrs. Carter: How many rabbits are there?

Mary: There are six.

Mrs. Carter: How many frogs are there?

Aan: There are four.

Mrs. Carter: How many snakes are there?

 **Track 51**

Ginny: Hello, Mr. Hudson. How many lions are there in the zoo?

Mr. Hudson: There are four lions.

Ginny: How many zebras are there in the zoo?

Mr. Hudson: There are ten zebras.

Ginny: How many monkeys are there in the zoo?

Mr. Hudson: There are twelve monkeys.

 **Track 52**

George the jolly giant giraffe
Eats ginger jello in a jungle
Near Johannesburg.

 **Track 53**

Mrs. Jones: Today we're looking for two animals. One is a kinkajou.

Craig: The other is a coatimundi.

Audrey: What's a kinkajou like?

Mrs. Jones: A kinkajou has a long tail. It has a long body, short legs, a round head and very large eyes.

Paul: What color is it?

Mrs. Jones: It's honey brown.

Audrey: What's a coatimundi like?

Mrs. Jones: It's about the size of a cat. It has a white flexible nose, small ears, dark feet and a long tail. Its tail often stands up.

Mrs. Jones: What color is it? It's brown and black. Now try to find these animals here at the zoo.

 **Track 54**

Tina is tall but her tail is tiny.
She has two tusks,
and a twirly trunk.
Tina turns from tree to tree,
and trumpets twice
When it's time for tea.

 **Track 55**
Cousins in my House

There are 40 cousins in my house.
There are 40 cousins in my house.
That's a lot of cousins in my house! Ring!
There are 41 cousins in my house.
There are 41 cousins in my house.
That's a lot of cousins in my house! Ring!
There are 42 cousins in my house.
There are 42 cousins in my house.
That's a lot of cousins in my house!
Ring! Ring! Ring! Ring! Ring! Ring! Ring!
There are 50 cousins in my house.
There are 50 cousins in my house.
That's a lot of cousins in my house.
Please, please, please - all go home.
Please, please, please - all go home.
Please go home and leave me alone!

 **Track 56**

I think the thimbles are over there.
There are thirty-three thimbles on that chair!
Oh yes, of course. They are on this chair!
Thank you! I couldn't see them anywhere!

 **Track 57**

Grandma: Do you like your new house?

Rita: Yes Grandma. It's great.

Grandma: What about your bedrooms?

Craig: Mine's at the back of the house.

Rita: And mine's at the front of the house.
Craig: There's a park at the back of the house. I can see it from my bedroom window.

Grandma: That's nice.

Rita: There's a road in front of the house. There are some jacaranda trees on the sidewalk. They're very pretty.

Grandma: I love jacaranda trees.

Craig: There's a slide in the park.

Rita: And there's a big dog in the house in front. There are three kids in that house, too.

Craig: Be quiet, Rita. I'm talking. And there are some swings, grandma!

Rita: You be quiet, Craig. I'm talking!

Grandma: Stop fighting! You're both talking to me!

Rita: And they have a cool car. There's a pink car in front of their house!



Track 58

There are flags and floats.
 Frisbees and fun,
 And firework displays
 For everyone!



Track 59

Janet: Do you have any magic pencils?
Store Assistant: Yes, I do.
Janet: Two please.
Store Assistant: Two magic pencils. Anything else?
Janet: Do you have any princess colored pencils?
Store Assistant: Yes, I do! In ten different colors!
Janet: Wow! Ten please. And do you have any pixie rulers?
Store Assistant: No, I don't have any pixie rulers. But how about a regular ruler?
Janet: No thanks. Do you have any silver pencil cases?
Store Assistant: Yes.
Grandfather: Hey! That pencil case looks expensive!
Janet: Don't worry, Grandpa. I have my pocket money.
Store Assistant: Two magic pencils, ten princess colored pencils and one silver pencil case. That's 35 dollars.

Janet: Oh! I don't have 35 dollars. Just the magic pencils and the princess colored pencils, please.
Store Assistant: That's 8 dollars. Have a good day!



Track 60

Don't put that dollar in your pocket!
 Put it in your piggy bank!
 Buy a ball and play in the park.
 Play with the ball until it is dark!



Track 61

Terry: Where are the sandwich bags, mom?
Mom: In the kitchen cabinet.
Terry: And where's the bicarbonate of soda?
Mom: It's in the cabinet on the bottom shelf.
Terry: Where's the vinegar?
Mom: Next to the bicarbonate of soda.
Terry: And where's your measuring cup?
Mom: On the table.
Terry: Where are the paper tissues?
Mom: On the table, too. What are you doing?
Terry: I'm doing an experiment.
Mom: What type of experiment?
Terry: I want to know all about...



Track 62

Put the tissue in the bag.
 Put the bag on the ground.
 The sandwich bags are in the kitchen.
 The tissues are in the box.



Track 63

Ana: What are you doing?
Ethan: I'm watching your brother and my sister. They're at the neighbor's barbecue.
Ana: What's my sister doing?
Ethan: She's dancing with my brother!
Ana: What's she wearing?
Ethan: White jeans and a top.
Ana: What color is her top?
Ethan: Red.
Ana: What's your brother wearing?
Ethan: Blue jeans and a yellow sweatshirt.
Ana: What are they doing now?
Ethan: They're holding hands... oh and...
Mother: Ana! Ethan! Stop spying! Come inside now and have your supper!



Track 64

We're busy busy every day.
 Every day we work and play:
 Sunday, Monday, Tuesday, Wednesday,

Thursday, Friday, Saturday
 We're busy busy every day
 Every day we work and play
 When's the picnic?
 It's on Sunday
 When is swimming?
 It's on Monday.
 When is English?
 It's on Tuesday
 When is soccer?
 It's on Wednesday
 When is history?
 It's on Thursday
 When is science?
 It's on Friday.
 When's the party?
 It's on Saturday.



Track 65

He has a heavy hammer.
 He's a hero with red hair.
 His house is in the Norse lands.
 But, he's a hero everywhere.



Track 66

Dad: I'm trying to sleep. Who's playing that loud music?
Tina: Danny and his friends.
Dad: Danny! Turn off that music, please.
Danny: OK, Dad.
Dad: What's that noise? Who's shouting?
Tina: It's only Delia. She's playing, Dad.
Mom: Hey! Who's tickling my feet?
Tina: I am! I'm hungry. Let's have our picnic.
Mom: Oh, OK. Picnic time, kids! Who has the paper plates?
Tina: I do.
Mom: And who has the paper cups?
Tina: Danny does.
Mom: Good. Who likes sardines and who likes tuna fish?
Children: I like sardines! We like tuna fish!
Mom: OK. Tuna fish sandwiches for you. Sardine sandwiches for you.
Dad: Ouch! Who's pinching my toes?
Tina: Look at the ants, mom!
Mom: Oh no! Who has the insect repellent?



Track 67

Tickle the turtle on the table.
 Then label the little needle in the bottle.

RAINBOW of words

This brand new comprehensive, fully illustrated, six-level series is aimed at leading your primary students to develop English language and life competencies.

Rainbow of words teaches all four language skills right from the start and provides students with a broad variety of opportunities to practice what they have learned in and outside the classroom through the following benefits:

- Lively, enjoyable and achievable student-centered activities based on the Constructivist Interactive Approach that engage students in meaningful communication from the first day of class.
- Encourages students to develop English language fluency easily and in a fun way as they actively interact through interesting and engaging topics, games, songs and chants.
- Fosters self-assurance and confidence due to its gradual progressive syllabus.
- A free-response opening question encourages students to develop critical thinking skills as they express their own opinions, preferences and experiences at their own age and knowledge level.
- Interesting reading and writing tasks, which allow spelling practice and reinforcement.
- Reinforces values, which complement their social development throughout the school year.
- A Project at the end of every lesson fosters teamwork and cooperative learning.
- Attractive banners throughout the lesson, that catches students' attention into the language structures to be practiced.
- A Review presented in a fun and attractive way at the end of every unit allows for feedback and self-evaluation.

Other titles of our series



N. 11846

EDITORIAL ESFINGE, S. DE R.L. DE C.V.

Átomo 24, Col. Parque Industrial
Naucalpan, Edo. de México,
C.P. 53489
Tel.: 55 5359 1111
contacto@esfinge.com.mx